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ABSTRACT

A project was conducted to develop a curriculum for training interpreters to use American Sign Language (ASL) to serve the deaf. The three-phase project involved (1) a task analysis to catalog the skills needed by interpreters and location of existing materials to determine areas where material needed to be developed; (2) development of a model training program that included flexible curricula and comprehensive syllabi; and (3) validation of the curriculum by using part of the materials in an inservice training for nine non-certified interpreters already in the field. Comparison of the pre- and posttests administered during the one-day pilot inservice attested to the project's success by indicating a 50 percent increase in accuracy to questions covering materials in the tested module. Project recommendations called for continued curriculum development, audio-visual material development, and further field testing. (Nineteen appendixes--98 per cent of the document--include the following tangible products of the project: a task inventory and analysis, an interpreter training curriculum outline, model program guidelines and design, course syllabi for the curriculum outline, an in-depth instructional module for teaching interpretation skills with format and style developed for all modules, and an annotated bibliography.) (MN)

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ED198308

DEVELOPING CURRICULUM FOR INTERPRETER TRAINING PROGRAMS IN VOCATIONAL EDUCATION

July 1, 1979 - June 30, 1980

FINAL REPORT

for research performed in cooperation with
the State Research Coordination Unit
Department of Occupational Education
and Technology
Texas Education Agency

June 30, 1980

Texas State Technical Institute
Waco, Texas

Project Director: Melinda McKee

Principle Investigator: Cynthia B. Roy

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CE 027 976

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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INTERPRETER TRAINING CURRICULUM

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ABSTRACT

Title of Proposed Project: DEVELOPING CURRICULUM FOR INTERPRETER TRAINING PROGRAMS IN VOCATIONAL EDUCATION

Beginning: July 1, 1979 Ending: June 30, 1980 Expenditures: $41,736.56

Contact Person: Melinda McKee Organization: Texas State Technical Institute

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NEED

Because Federal law now mandates equal access to services for deaf persons, there is a rapidly increasing demand accompanied by a shortage of skilled and trained manpower to provide adequate professional interpreting services. There are no interpreter training programs in Texas and there is an urgent need to research and develop an in-depth quality curriculum and syllabi for use in statewide interpreter training programs. Such a curriculum could be utilized in technical-vocational educational programs.

OBJECTIVES

There are three main objectives in this project: 1) Conduct research to identify skills, tasks, and knowledge to be taught; research all existing materials and determine areas where materials need to be developed; 2) Develop a model training program which includes flexible curriculum and comprehensive syllabi to support the training of a workforce engaged in providing professional interpreting services for deaf people; and 3) Validate the curriculum developed for revision purposes.

PROCEDURES

Through the use of principal investigator, a task inventory and task analysis will be conducted followed by job characterization and terminal task development. All existing materials dealing with interpreter training will be gathered, edited and adapted to the needs of Texas. A comprehensive curriculum will be developed together with syllabi. The materials will be evaluated by conducting in-service training for persons already in the field.

POTENTIAL UTILIZATION OF RESULTS

Curriculum and syllabi developed will be available for use in the development of interpreter training programs in Texas. This will provide a resource for persons in Texas to receive materials and program information enabling them to implement the model training program, thus alleviating the manpower shortage and enhancing public acceptance of interpreter services for deaf consumers.

ACKNOWLEDGEMENTS

Deaf Student Services of Texas State Technical Institute (TSTI-Waco) is indebted to several individuals and organizations for their contributions to this project. Their cooperation, services, and guidance provided the assistance that has made this project successful.

We express sincere appreciation to the Texas Education Agency for its foresight in providing funding for this worthwhile project. Mr. Oscar Millican, Research Coordination Unit, Texas Education Agency, has always been ready with information, advice and assistance for this project and we are grateful.

We are also grateful to the participants of the Advisory Committee for their contribution of valuable expertise and time. Those members are:

Janealee Adams
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Larry Evans
Rob Granberry
Dr. Michael Moore
Deborah Drummond
Dr. Jerome D. Schein
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James Stangerone

Several people at the TSTI-Waco campus were most helpful with significant contributions to the project. We are indebted to Leora Kemp for her unceasing support and help with the library research and aid in annotating the bibliography. Ms. Kemp was always ready with up-to-date information for this project and could supply us with needed information within minutes of a request. Don Whelan and his staff at Instructional Development Services guided the development of the module format, assisted with style, information, drawings, and was always available for guidance and assistance in the actual writing of course work. Dr. Tom Liston, Student Services Manager, and Ben Younger, Student Life Director, provided a great deal of support and administrative assistance throughout the project. We are also grateful to Dr. Robert Krienke, Campus Manager, for his continuing support and interest in the project.

Many thanks to Sherry Ballard, Research Division; Nell Blanchard of the Correspondence Center; and Dr. George Elliott and the Print Shop for their help in compiling research information, typing, and printing of the final report. Dr. T. W. Rigby of Baylor University was an invaluable asset in the area of linguistics.

The Principal Investigator would like to extend a personal thanks to the Project Director, Melinda McKee, for her guidance, invaluable advice and direction during the project. Appreciation and thanks to Jacquelyn MacGibbon and Vicky Phillips for their competent clerical assistance and many favors. Also many thanks to the Assistant Investigator, Jan Kanda, for her writing abilities, ideas, and encouragement during all the time-consuming writing.

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INTRODUCTION

Deaf people form a cultural and linguistic minority group. The language of this minority group is called American Sign Language (ASL) and it is very different from English. It is language and communication barriers, rather than preclusion of sound, that primarily separate deaf people from the mainstream of American life as we know it. To achieve quality, self-actualizing, productive lives, most deaf people benefit from interpreters. Interpreters are channels through which two people who speak different languages communicate ideas, messages, and "everyday" conversation.

This report details the procedures and methods to meet the objectives of the proposal and the research and writing that has resulted in a curriculum of study for training interpreters. The appendices provide a complete Interpreter Training curriculum, course syllabi, modules, and annotated bibliography, and guidelines for establishing training programs in post-secondary programs in Texas.

STATEMENT OF THE PROBLEM

Federal laws mandate equal access by deaf persons to training and services. These laws include P. L. 94-142, Section 504 of the Rehabilitation Act of 1973, the Comprehensive Rehabilitation Act of 1978, the Bilingual Court Interpreter's Act and P. L. 95-602. Current legislation in Texas also addresses this mandate:

HB 1521 - mandates the provision of professional interpreters in criminal and civil matters, administrative hearings, and services provided to deaf individuals by state agencies.

SB 548 - attended after the Federal Bilingual Act, provides a state mandate for interpreters for non-English speaking persons in court settings.

SB 609 - statutorily recognizes American Sign Language as a language in Texas. (This allows ASL to be taught as a foreign language in secondary and post-secondary institutions in Texas.)

In Texas, there are an estimated 860,000 persons with hearing impairments, of which 120,000 are deaf. The Texas Commission for the Deaf has identified 382 interpreters in Texas in relatively few geographical locations. Compounding the problem of availability is the problem of individual interpreter skills and standards of proficiency. Only 140 of the identified Texas interpreters hold national Registry of Interpreters for the Deaf certification, the only certification open to interpreters at this time, a ratio of 6,114 hearing impaired persons to one certified interpreter. TCD recommends from national consultation, a ratio of approximately one certified interpreter to 700 deaf persons for community needs. In educational settings, it is recommended one interpreter for every three students should be employed.

Major agencies in Texas, the Texas Commission for the Deaf (TCD), the Texas Rehabilitation Commission (TRC), Mental Health-Mental Retardation (MH-MR), and others, have expressed a substantial need for more interpreters. In addition to agencies recognizing the need for and offering employment to interpreters, post-secondary and public school programs are also hiring large numbers of professional interpreters. Because qualified interpreters are not available, often it is necessary for persons with beginning or minimal sign language skills to be placed in positions whereby deaf people's rights and possibly their lives are jeopardized due to the lack of clear two-way communication.

In order to meet this critical need for highly trained certified interpreters, formal training programs eligible for accreditation by the national Registry of Interpreters for the Deaf (RID) must be established in Texas. One of the major impediments in developing such a training program is the lack of standardized curriculum appropriate to Texas needs for use in the training of interpreters.

STATEMENT OF OBJECTIVES

The Deaf Student Services Office of Texas State Technical Institute (TSTI-Waco) proposed the following objectives for the project:

1. Conduct research to identify skills, tasks, and knowledge to be taught; research all existing materials and determine areas where materials need to be developed. This objective was to be completed in two steps:

    a. Conduct research to identify theory, principles, knowledge, skills and tasks required of the professional interpreter.

    b. Research all existing materials related to interpreter training. Edit or adapt those materials to meet the needs of training programs in Texas and identify areas where materials need to be developed.

2. Develop a model training program which includes flexible curriculum and comprehensive syllabi to support the training of a workforce engaged in providing professional interpreting services for deaf people. To accomplish this objective, the following was to be done:

    a. The curriculum developed will include courses to be taught, course descriptions, number of hours of lecture and lab, and credits to be accrued.

    b. The syllabi designed to accompany the curriculum shall include an outline of course content, performance objectives, and resource materials.

3. Validate the curriculum developed for revision purpose. The effectiveness of the curriculum for use in statewide vocational training programs will be evaluated by using part of these materials in an in-service training session for non-certified interpreters currently employed by TSTI-Waco.

METHODS

The general scheme of methodology was delineated into five phases: (1) Advisory Committee, (2) Conduct research, (3) Develop a Model Training Program, (4) Develop Curriculum and Syllabi, and (5) Validate the Curriculum. More specifically, this involved establishing and meeting with an advisory committee; conducting research into job task skills of interpreters and into existing training programs plus a literature and materials review; a review of national accreditation guidelines and Texas needs; adapting and/or writing syllabi and modules for training needs; and in-service evaluation with staff interpreters in Deaf Student Services office at TSTI-Waco and review by the Advisory Committee. The time line delineating these phases may be found in Appendix D.

Advisory Committee

Nine individuals were selected from the fields of deafness, interpreting, education, and curriculum development and invited to join the Advisory Committee (Appendix A). Two meetings were convened: September 22, 1979 and December 8, 1979. The initial meeting discussed the direction and focus of the project, which was reviewed and modified through later correspondence. The second meeting reviewed initial outlines of curriculum and syllabi information. The last two meetings were conducted via mail correspondence to review and revise the curriculum documents. Minutes and letters of meetings are attached in Appendix B.

Conduct Research

Preliminary research was done in regard to the vocabulary and reading comprehension of certified interpreters. Observation of the task performed by professional interpreters was conducted, questionnaires were distributed to employers of interpreters, and letters were sent to Interpreter Training Programs (ITP) in the United States requesting information and curriculum documents (Appendices C, E, and F). Other research investigation occurred through visitation to Interpreter Training Programs, attendence at a national and state conference of Interpreter Trainers, and participation in a seminar on teaching interpretation skills. From responses to the questionnaire, the preliminary research, shared information from colleagues, and the personal backgrounds and experiences of the project staff, a task inventory was compiled and a task analysis of the interpreting process developed (Appendices I and J). An annotated bibliography was compiled during the entire project and is divided into the literature and materials specifically dealing with interpreter training and a category of general literature to aid the study of specific situations (Appendix P).

Develop a Model Training Program

As the project began, the national Registry of Interpreters for the Deaf (RID) published national accreditation guidelines for Interpreter Training Programs. These guidelines were studied, reviewed by the project staff, and discussed with other trainers. As this curriculum is to be available to any post-secondary institution in Texas, it is felt that the guidelines will be made available to these institutions and that each institution will make the necessary revisions in accordance with their own requirements and regulations (Appendix Q). In the RESULTS section, there will be a discussion of entry requirements for Interpreter Training

Programs. Research in this area was conducted by investigating what foreign language interpreting programs require for entry and how second language fluency is established.

Develop Curriculum and Syllabi
From research of existing state and national Interpreter Training Programs, personal expertise in training interpreters, and adaptations from previous curricula, a curriculum outline was developed. The credit hours proposed allow maximum flexibility permitting each institution to make adjustments based on their requirements (Appendix K). This outline was submitted to the Advisory Committee and approved. Texas State Technical Institute inspired the idea of using individualized, modular instruction. It was decided that such instruction could be incorporated within interpreting coursework with flexibility to allow instructors and programs to use in the most appropriate manner for their system and methods. Each module is dependent upon information presented within four courses which have been identified and should be considered prerequisites to further study in the curriculum. The course entitled Introduction to Interpreting and the Educational module have been emphasized and developed in detail. Due to time restraints, only one module has been developed in complete depth; this module serves as a model in format and style for the development of other modules (Appendices N and O). Syllabi for remaining course work contains information needed to successfully complete the modular instruction. Some course syllabi have been adapted from curricula currently utilized in other ITPs or developed by the National Interpreter Training Consortium (NITC) (Appendices L, M, N, and O).

Validate the Curriculum
The evaluation phase occured during in-service training sessions of the Deaf Student Services staff interpreters at TSTI-Waco and by Advisory Committee review. The in-service training was a one day training utilizing two units of the instructional module. Other assessments were done in an informal manner as the Principal Investigator was able to visit with other trainers in the field. The positive feedback received provided the project staff confidence in the final document produced. Other coincidental evaluations were encountered, and the planned and unplanned assessments provided support for the research, adding credibility to the final product.

RESULTS

All three objectives delineated in the project proposal were achieved. A curriculum plan was researched, developed, written, and evaluated. The curriculum is sufficiently flexible to permit tailoring to meet individual institution's requirements.

Objective #1
Research to identify theory, principles, knowledge, skills and tasks required of the professional interpreter produced the following information:

1) Preliminary research showed that a random sampling of certified interpreters in the Austin area who were given reading comprehension

and vocabulary tests had scores well above those of an average college sophomore (Appendix C);

2) The employer questionnaire indicated that major job entry goals are: clear interpreting skills, previous experience, and a knowledge of ethics. Expertise that is the desired result of interpreter training programs are: ethical responsibility, signing skills (a thorough knowledge and fluency in ASL) and professionalism (Appendix H);

3) Acceptance into most ITPs was dependent on English skills, signing skills, and personal interviews (Appendix F); and

4) On site visitations of major programs and attendance at the National Conference of Interpreter Trainers (CIT) revealed the following:

    a) It has been found that the majority of programs are teaching sign language, not interpreting;

    b) Fluency in English and American Sign Language are prerequisites to interpreter training;

    c) Most program trainers believe it to be extremely difficult to train people without sign language skills and adequate English skills to a level of interpreter certification in two/four years; and

    d) The components required to facilitate effective, quality training are only currently being identified and researched in the field of sign language interpreting.

This research resulted in a task inventory (Appendix I) and a task analysis of the interpreting skills themselves (Appendix J). Due to limited time and funds, further testing of interpreters was suspended. It was recommended by members of the Advisory Committee that such research be done utilizing students in ITPs, and through follow-up studies of those graduates.

The search for existing materials related to interpreter training was conducted through questionnaires and requests for information to ITPs and on-site visits of ITPs. Requests for course and syllabi information produced mostly course descriptions, brochures, and catalogs. Most programs did not send syllabi indicating they were not developed and were left to individual instructor conception and implementation. Curricula were acquired from NITC, DeKalb Community College in Georgia, and a published curriculum guide from the Deafness Research and Training Center. Courses from DeKalb and the NITC were adapted to meet Texas needs and are included in the course syllabi of the curriculum (Appendix M).

On-site visits produced materials made by or for that training program only with requests that individual training programs correspond with established ITPs about specific needs, especially in audio-visual materials. Many audio-visual materials for interpreter training were located at Gallaudet College, Washington, D.C.; National Technical Institute for the Deaf, Rochester, New York; and Delgado College, New Orleans, Louisiana. The proceedings of the State of the Art Conference in

June 1979, produced an annotated bibliography of interpreter training resources. These findings are compiled in an Interpreter Training bibliography (Appendix P).

Based on the totality of these findings and the input of the Advisory Committee, major decisions were made as to project direction and focus:

*A core curriculum would be developed for interpreter training to benefit and train those people already fluent in English and American Sign Language.

*The core curriculum would be designed to be flexible and adaptable for use in any post-secondary institution in Texas, allowing use of the curriculum in degree programs of senior colleges/universities or community and technical colleges and certificate programs of the same.

Objective #2

The model training program guidelines are established in the accreditation guidelines from the RID in Appendix Q. These guidelines outline minimal requirements for: 1) host institutions; 2) programs training simultaneous and/or oral interpreters; 3) student-instructor ratios; and 4) skills, attitudes, and knowledge of graduates. It also provides educational requirements of training personnel.

It is most important to note that this curriculum is designed to benefit and train those people already fluent in English and American Sign Language. Fluency guidelines cannot be established by this project as the research is not sufficient to determine what American Sign Language fluency is, and what the testing methods to determine such fluency are. This is not meant to limit the use of this curriculum in any institution but to identify the kind of training incorporated within the curriculum. Post-secondary institutions using the curriculum will need to provide their students with appropriate language training in English and ASL as preparation for entrance into this program of study.

General guidelines to native and second language fluency following requirements of other foreign languages were provided to this project by Dr. T. W. "Bob" Rigby, Professor of Education, Languages, and Theatre of Baylor University. Fluency generally requires the daily conversational ability in the second language - excluding knowledge and use of technical and specialized terminology within that language.

This curriculum recommends eight areas of course work, two specialized courses, and makes recommendations for other supplementary course work for interpreting students (Appendix K). This curriculum outline has suggested credit hours listed; these can be adapted to fit individualized institutional needs. The Interpreting course work is divided into modular units of study; all of which are performed in lab/learning center areas. Each module is one/two hours of credit. The Introduction to Interpreting course is outlined in depth with syllabus and course information included (Appendix L). Other course work in interpreter training has syllabi which includes course description, course objectives, course content, evaluation, and resources (Appendix M). Some course work will be available on a purchase basis from experts in the field; some courses need development from experts outside the expertise of this project staff. The Educational module has been developed in its entirety and includes instructor training material within the module (Appendix O). Each module follows a format:

Settings
Vocabulary
Special Considerations: Ethics and Environment
General Considerations: Dress, Compensation, and Etiquette
Interpreting: English to American Sign Language
American Sign Language to English
Interpreting between languages

Audio-video prototypes were not developed due to the untimely theft of television cameras and recording equipment from the Instructional Media Department at TSTI-Waco. However, script guidelines and specific suggestions to develop audio-visual media have been incorporated in the teacher guides throughout the module.

Realizing that institutions have varying fiscal and physical resources, three facility suggestions are outlined in Appendix R: the ideal, the minimal, and suggested adaptations to existing learning/language lab areas. An estimated cost for equipment and media materials has been included, relative to current market values.

Objective #3

During a day of in-service training for staff interpreters at TSTI-Waco Deaf Student Services, the Educational module unit "Special Considerations: Ethics and Environment" was used for instructional purposes. Nine interpreters were present during the training. A pre-test was administered followed by six hours of instruction and a post-test. Test results showed a 50% increase in accuracy to questions reflecting knowledge of correct positioning, lighting, and professional ethics.

The Advisory Committee reviewed the Introduction to Interpreting course and the Educational module for evaluation (Appendix B). Encouraging and supportive responses were received by project personnel providing helpful improvements during the curriculum development. The Advisory Committee responses continually reflected the opinion that the results of this project would indeed teach the skills and knowledge required in the task of interpreting.

RECOMMENDATIONS

The materials herein will serve as an initial resource to institutions in Texas; however, project staff feels continuation of the project is imperative. Research, development, and validation of the curriculum have been limited due to the time constraints of a one-year period. Post-secondary programs in Texas, currently teaching or desiring to initiate Interpreter Training Programs generally do not have staff persons able to devote full time to the completion of course work and media development. Greater use of the curriculum as devised at this time and maximum use of

TEA funds will be accomplished through continuation of this project. Continuation is critically needed for:

1. Continued curriculum development (in-depth writing of modules) and revisions;

2. Audio-visual materials development needed by identified modules;

3. Further field testing of curriculum;

4. Contact with post-secondary programs throughout Texas informing them of the materials being developed and to provide consultant services to those schools requesting it; aiding in the implementation of the curriculum; and

5. Contracting with specialized expertise for the development of courses, the supervision of the development and the assembling into the final curriculum package.

This project would also like to recommend that the need exists for comprehensive curriculum in teaching American Sign Language to adequately prepare eligible candidates for interpreter training. Research and development of teaching techniques and methods has currently begun and it is recommended that such curriculum studies be adapted to meet the needs of Texas.

SUMMARY

The tangible products of the project are represented below:

1. Task inventory and analysis (Appendices I, J)
2. Interpreter Training Curriculum outline (Appendix K)
3. Model program guidelines and design (Appendix L)
4. Course syllabi for curriculum outline (Appendix M)
5. In-depth instructional module for teaching interpretation skills with format and style developed for all modules (Appendices N, O)
6. Annotated bibliography (Appendix P)

Assuming institutions will follow RID Guidelines for ITPs related to host institutions and qualifications of trainers, this curriculum will provide an all encompassing framework designed to allow graduates who learn the material presented to achieve national certification. Further more the curriculum is designed in such a way to meet the needs of institutions currently offering some training in the field of deafness or language and communication, and will also offer guidance needed by institutions currently offering no interpreter training.

Flexibility exists to allow a wide variety of institutions to make use of all or part of the curriculum interfacing to their greatest advantage with their institution's policy and structure.

APPENDICES

APPENDIX A

ADVISORY COMMITTEE MEMBERS
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APPENDIX B

INTERPRETER TRAINING CURRICULUM DEVELOPMENT PROJECT
ADVISORY COMMITTEE MEETING

The first meeting of the Advisory Committee convened at 10:30 a.m., Saturday, September 22, 1979. The following members were present:

Melinda McKee, Project Director
Cynthia Roy, Principal Investigator
Jan Kanda, Assistant to the Investigator
Gary Curtis, Director of Services to the Deaf
    Texas Education Agency
Dr. Micheal Moore, Executive Director
    Texas Commission for the Deaf
William H. Cox, Coordinator of Curriculum Development
    TSTI-Waco

Others present included:

Bob Alcorn, Technical Language Facilitator
    Deaf Student Services, TSTI-Waco
LeWana Clark, Interpreter
    Deaf Student Services, TSTI-Waco
Jacquie MacGibbon, Secretary
    Deaf Student Services, TSTI-Waco

Ms. McKee opened the meeting and made introductions of those present. She gave a brief description of the background of the personnel involved in the project and explained how the curriculum project was developed.

Project personnel led in a discussion which included:

(a) an explanation of the legislative mandate to the Texas Commission for the Deaf to advise on the establishment of a standard curriculum for Interpreter Training Programs in the state of Texas in cooperation with the Coordinating Board for Texas Colleges and Universities.

(b) their intention to develop a curriculum which will include full semester courses in each area listed below:

legal
educational
social services
entertainment (theater, arts, music)
oral interpreting
deaf/blind interpreting
rehabilitation
medical
employment
ASL (possibly several semesters)
Signed English and the various Sign Systems

(c) explanations of possible terminal goals, entry requirements, type of training program, job entry requirements, and time necessary to train an RID-certified interpreter.

(d) the need for finding possible resources for texts and materials covering topics such as minority/cultural awareness and politics, sociology, psychology, etc.

The following material was handed out and reviewed.

(a) Responses to Interpreter Training Program Questionnaires (attached)- Committee members had opportunities to browse through files developed on every Interpreter Training program respondent.

(b) Employer Questionnaire - This questionnaire is currently being analyzed and compiled by TSTI Research Division.

(c) Task Inventory/Task Analysis - Committee members were asked to study and respond by mail (attached).

Issues on which the Advisory Committee made recommendations:

(a) Further testing of Texas Certified Interpreters to determine English language vocabulary and reading levels as related to program entry requirements-

Recommendation:
The Advisory Committee felt monies and time were inadequate for further testing and that this research would be valuable but it would not lend itself to the curriculum development. Suggestions were that this research be done by the Interpreter Training Programs themselves on entering students and graduates.

(b) Program entry requirements (i.e., sign skill), AA or BA degree offered, and time necessary for completion-

Recommendation:
Decisions as to entry requirements, time necessary for completion, what part(s) of the curriculum shall be followed will be determined by the individual Post-Secondary programs utilizing the curriculum. Therefore, the project should design a curriculum, including instructional materials, for Interpreter Training Programs to bring a person from zero level skills to the terminal objective of an (RID)-CSC Interpreter and/or possible future Texas certification.

The committee further recommended that a possible AA degree and BA degree program be outlined for consideration by those institutions.

The meeting adjourned.

October 23, 1979

Dear Advisory Committee Members:

Having just returned from a visit with most of the Interpreter Training Program (ITP) trainers in the United States (see attached list), I have gathered new perspectives and information about our proposed directions for the Interpreter Training Curriculum Project. You have raised legitimate concerns and contributed to the direction of this project but this new information may shed further light on the tasks we have to accomplish. Therefore, we may need to re-examine our direction as suggested by the Advisory Committee. Let me take some of your time to share with you the opinions and feelings of trainers around the nation.

I visited the ITP at Madonna College in Michigan, attended the Conference of Interpreter Trainers at Technical-Vocational Institute in St. Paul, and then went to the Deafness and Research Training Center in New York City.

First, at Madonna College I talked with Ken Rust, Director, and Robert Ingram, Curriculum Specialist, and they told me of their intentions to change the focus of their program. They have found it extremely difficult to train people from zero level skills to interpreters in four years. Based on their recognition that fluency in American Sign Language is a prerequisite to interpreter training, Madonna College is utilizing a variety of interesting techniques in their training curriculum, based on the training of foreign language interpreters.

Second, at the conference of Interpreter Trainers, which was attended by highly competent, experienced trainers of interpreters, I found that as coordinators of ITP themselves, the consensus of opinion was that quality effective training is not occurring. Reasons given for this are based on the fact that:

1) little success is demonstrated in taking people from zero level skills to professional compentency in four years (much less two years in an AA degree program);

2) in the term interpeter is inherent the implication of fluency; just as with foreign language interpreters, they must be fluent in two languages prior to beginning training; and

3) the components required to facilitate effective, quality training are only currently being researched and identified in the field of sign language interpreting.

Third, in New York the consensus was continued; interpreter training is a separate and different issue from teaching sign language and research is being conducted to determine some of the components of interpreting.

Although there is concern about the quality and curriculum of sign language teaching, it is being done in educational institutions and community programs around the state. The need in Texas for specialized interpreter training parallels the need nationwide to identify the components of interpreter training and to build a program that will successfully teach those components. Because of this recognized need by the staff at TSTI over the past two years, the proposal was written to meet this need. Due to the time restraints of the project and the original intention of the proposal, my recommendations are:

1) to develop a core curriculum, courses, lessons and materials, for interpreter training to benefit those students already fluent in English and American Sign Language;

2) to submit course syllabi and lessons of the interpreter training curriculum for review by various professionals working toward the same goal of training interpreters; and

3) to make strong recommendations in the final curriculum report that Texas address the need for the development of quality sign language training to develop the fluency skill needed as a prerequisite for entry to interpreter training.

These recommendations have been discussed with Ms. McKee and Ms. Kanda and they are in agreement with them. I would like to have your response regarding these recommendations prior to the next Advisory Committee meeting which is set for Saturday, December 8. Confirmation of this date will be sent later, but please mark your calendars.

Thank you for your time and consideration of the recommendations. I look forward to receiving your comments.

Sincerely,

Cynthia Bilderback Roy
Principal Investigator

CBR:jm

Attachments

INTERPRETER TRAINING CURRICULUM DEVELOPMENT

ADVISORY COMMITTEE MEETING

The second meeting of the Advisory Committee convened at 10:30 a.m., Saturday, December 8, 1979. The following members were present:

Rob Granberry, NITC Trainer
Melinda McKee, Project Director
Cynthia Roy, Principal Investigator
Jan Kanda, Assistant to the Investigator

Others present included:

Susan Wardlaw, Interpreter
Vicky Phillips, Clerk/Typist to the Project

Cynthia Roy opened the meeting with a description of the NITC curriculum received, type of courses and modules to be included in the curriculum, and an in-depth description of one module, Educational Interpreting.

The NITC curriculum has provided the project with units on Knowledge of Deafness, Knowledge of Interpreting, and Ethics of Interpreting. The units are in need of adaptation and some revision to fit the needs of the project curriculum development.

Ms. Roy explained that a format for the modules has been developed with the aid of the Instructional Development Services department here at TSTI. The curriculum will be written in terms of objectives for the student to accomplish. It is felt that this allows for an open-entry, open-exit type of course work so that all populations interested in interpreter training can take advantage of the course work and not be held back by the traditional limits of curriculum. Also when the curriculum is student-oriented, it allows the student to show a prospective employer exactly what has been accomplished during the training program.

The first module is Educational Interpreting with the following format: Educational Settings; Educational Vocabulary; Specific Considerations: Ethics, Position, Environment; General Considerations: Dress, Compensation, Etiquette; and Interpreting: American Sign Language (ASL) to spoken English, English to ASL, Pidgin Sign English (PSE) to spoken English, and English to PSE. This format will be the same for each Interpreting module. After the units with objectives are refined, then development will proceed to construct an in-depth module which can serve as a model for all the modules. The in-depth module will include instructor activities, student activities, prototypes of audio-visual materials, and resources.

The terminology used in the curriculum is taken from the cursory linguistic study and research of the Principal Investigator. Transliterating is recommended by the National Registry of Interpreters for the Deaf (NRID) to describe the process of change from spoken English to manual English. Pidgin Sign English (PSE) is the linguistic term for the language or system that occurs between English and ASL and is a combination of both languages. In the past, it has been called English with ASL technique.

Discussion included:

(a) inclusion of a unit on proper techniques in interpreting;

(b) inclusion of a module on idioms - English and ASL;

(c) Entry requirements - what is fluency? Should we develop ASL and English competency exams?

Mr. Granberry had many helpful comments and suggestions about the module and suggested resources. Advisory Committee members will be sent the outline for course work in the Interpreter Training Program and the module on Educational Interpreting.

The meeting adjourned.

CBR/Enclosures

February 26, 1980

Dear Advisory Committee Member:

The Educational Interpreting module is close to being finished! The module has five units:

Settings
Vocabulary
Special Considerations: Position, Environment, Ethics
General Considerations: Dress, Compensation, Etiquette
Interpreting: English to ASL/Pidgin Sign English (PSE)
  ASL/PSE to English
  Interpreting between the two languages

Each unit is written so that it becomes a notebook for the student to take with him/her as they finish the unit. As much as possible the units are individualized but we felt that there are times when the sharing of ideas and information are beneficial and necessary for students. Please remember, these units are written with the ideal in mind...that each student who enters Interpreter Training is already fluent, with respect to native and second language skills, in English and ASL.

Enclosed is a copy of the first unit: Educational Settings. Please read, critique, suggest, and make notes on your copy; then send it back to me. Because this is still a rough draft and re-wording and changes will be made, please don't make copies or share this material with others at this time. When I receive your copy and make notes, I will send you the second unit and so on until you have reviewed the entire module.

This exchange of correspondence will take the place of the third Advisory Committee meeting. Be sure to call or write should you have any questions; I look forward eagerly to your comments! Thank for your time.

June 16, 1980

Dear Advisory Committee Members:

The curriculum project is rapidly drawing to a close. We are sending, under separate cover, the final curriculum documents for your review. This review will take the place of our fourth and final meeting.

Enclosed with the curriculum documents is a return envelope for returning these documents to us. Please feel free to write any comments on the courses themselves. We do ask that you complete the attached questionnaire as quickly as possible so we may begin printing the final report for submission to Texas Education Agency.

You will not be receiving the annotated bibliography or those courses that have only syllabi or descriptions as you have already seen the curriculum outline. You will be receiving the Introductory Course and the Educational Module. Remember as you go through the material that students are expected to have completed prerequisite courses including Introduction to Interpreting, ASL Linguistics for Interpreters, Deaf Culture, and Non-Verbal Communication for Interpreters, before taking the educational module.

Should you have any questions, please contact us.

We have submitted a proposal for continuation of this project for one more year to allow time for the continued development of the modules and the audio-video materials needed. The proposal includes monies and personnel to give consultation to programs desiring to utilize the curriculum materials developed.

We on the project staff wish to thank you for your time, interest, and support in this project. We couldn't have done it without you.

Sincerely,

Melinda McKee	Cynthia B. Roy	Jan Kanda
Project Director	Principal Investigator	Assistant

ADVISORY COMMITTEE REVIEW
INTERPRETER TRAINING CURRICULUM PROJECT-TSTI-WACO

The philosophy of the curriculum has been two-fold: (a) to encourage students to seek and analyze information for themselves, and (b) to allow for individualized, self-paced, open-entry open-exit courses.

_______ This philosophy and learning style is encouraged throughout.

_______ This philosophy and learning style seems to be underlying but is vague in places.

_______ Such a philosophy cannot be determined by the curriculum and should be left with the institution implementing courses.

_______ I would suggest: ____

____

____

The organization and structure of material in the Introductory Unit...

_______ is outlined in a manner helpful to the instructor.

_______ is arranged in a manner that is easily followed and understood.

_______ reflects compentency based objectives and expectations.

_______ includes topics relevant and necessary at the introductory level.

_______ I would suggest: ____

____

____

The content and information contained in the Introductory Unit...

_______ is correct, up-to-date, and relevant.

_______ is appropriate to present at the introductory level.

_______ is clearly presented, logical and sequential.

_______ is adequate to enable the accomplishment of goals and learning objectives.

_______ I would suggest: ____

____

____

ADVISORY COMMITTEE REVIEW
Page 2

The organization and structure of material in the Educational module...

______ follows cognitive levels of learning.

______ is arranged in a manner that is easily followed and understood.

______ provides students with workbooks/reference materials which will be helpful, self-teaching, and can aid as a reference tool even after completion of the course.

______ includes competencies and topics necessary to teach interpreting.

______ I would suggest: ______________________________________
____
____

The content and information in the Educational module...

______ is correct, up-to-date, and relevant.

______ is clearly presented, logical, and sequential.

______ is adequate to enable the accomplishment of goals and learning objectives.

______ reflects compentency based objectives and expectations.

______ I would suggest: ______________________________________
____
____

Teacher guides, instructive and resource information...

______ is adequate and clearly presented.

______ will be helpful and useful to instructors.

______ could be utilized by the instructors knowledgeable to the area but new to interpreter training per se.

______ is correct and up-to-date.

______ is arranged in a manner that is easily followed and understood.

______ I would suggest: ______________________________________
____
____

INTRODUCTION TO INTERPRETING

Please note specific suggestions, changes, additions, etc., for each of the following areas:

COURSE OUTLINE

TEACHER AIDS, SUGGESTIONS, INSTRUCTIONS

RESOURCES CITED, ENCLOSED READINGS

PERFORMANCE OBJECTIVES

LEARNING ACTIVITIES

CONTENT OF MATERIAL

INTERPRETING: THE PROFESSION

INTERPRETING: THE ROLE AND BEHAVIOR

PRACTICAL ASPECTS OF INTERPRETING

THE INTERPRETING PROCESS

THE MECHANICS OF INTERPRETING

EDUCATIONAL MODULE

Please note specific suggestions, changes, additions, etc., for each of the following areas:

COURSE OUTLINE

TEACHER AIDS, SUGGESTIONS, INSTRUCTIONS

RESOURCES CITED, ENCLOSED READINGS

PERFORMANCE OBJECTIVES

LEARNING ACTIVITIES

CONTENT OF MATERIAL

SETTING

VOCABULARY

SPECIAL CONSIDERATIONS

GENERAL CONSIDERATIONS

INTERPETING ENGLISH TO ASL

INTERPRETING ASL TO ENGLISH

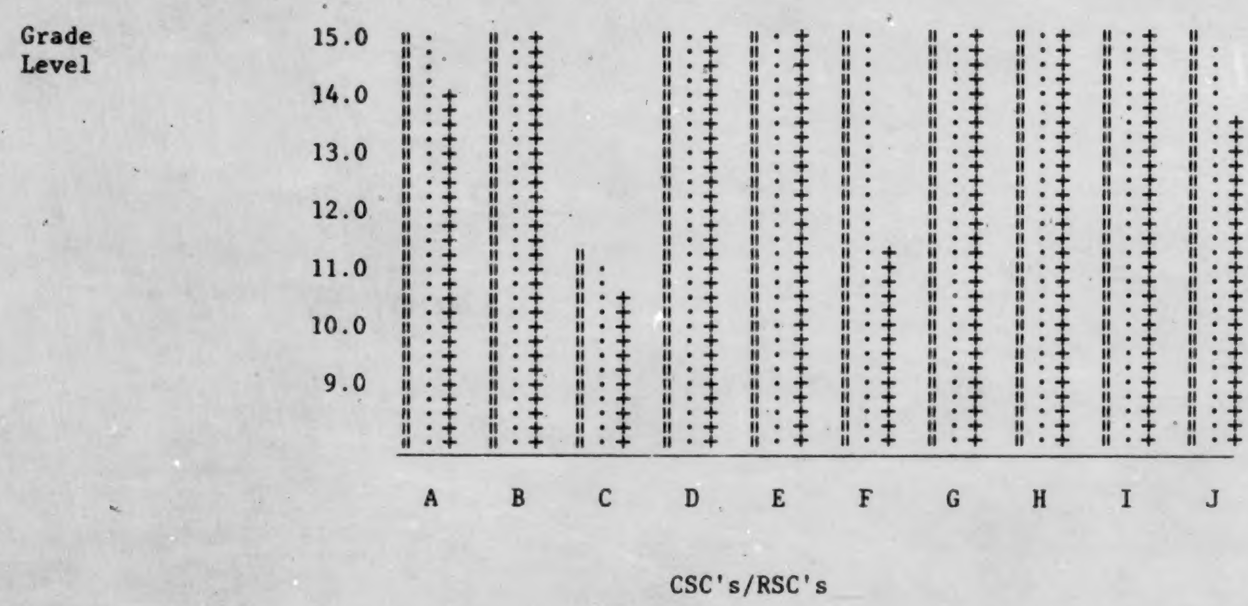
INTERPRETING BETWEEN THE TWO LANGUAGES

Appendix C

SURVEY

CSC/RSC ENGLISH LANGUAGE ASSESSMENT

Nelson-Denny: Form D
Vocabulary - Comprehension Test



AVERAGES

15.0 (+) - Vocabulary
15.0 (+) - Total Raw Score
14.5 - Reading Comp.

July 1979

======	Vocabulary Score
......	Total Raw Score
++++++	Reading Comp. Score

APPENDIX D

PROJECTED TIME TABLE	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
PHASE I												
Select advisory committee	X											
Activate advisory committee	X											
Committee meetings			X			X			X			X
PHASE II												
Interview employers & consumers	X	X										
Observe interpreters	X	X										
Establish job entry specifications	X	X										
Conduct job-task analysis	X	X										
Develop terminal objectives	X	X										
Research existing materials			X	X	X							
Delineate library resources			X	X	X							
Compile annotated bibliography			X	X	X							
Edit, adapt for Texas needs			X	X	X							
Define areas where materials needed			X	X	X							

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
PHASE III												
Determine entry requirements of candidates					X	X						
Determine minimal requirements for institution					X	X						
Determine minimal course requirements for model program						X						
Determine trainer-student ratio						X						
Determine educational requirements of training personnel						X						
PHASE IV												
Define areas of curriculum				X	X							
Sequence learning activities						X	X					
Write course syllabi						X	X	X				
Develop prototypes of audio & video materials						X	X	X				
PHASE V												
Hold in-service training								X	X	X		
Revise materials as needed										X	X	
REPORTING												
Quarterly reports			X			X			X			X
Final report											X	X

APPENDIX E

August 17, 1979

Texas State Technical Institute-Waco Campus has been granted Texas Education Agency funding for the development of an Interpreter Training Curriculum. The period of the grant is for one year and it is anticipated, at the end of the project, that a comprehensive curriculum and syllabi will be available for Texas Post-Secondary programs. This curriculum will be utilized in training interpreters who, upon graduation, will be expected to satisfactorily pass the RID Comprehensive Skills Certificate evaluation. Because of your unique position as one of few Interpreter Training Programs in the United States, I am looking to you as a valuable source of information; particularly, for information gleaned in the understanding of how best to train interpreters.

This letter is to inform you of our project and to seek to establish an exchange of information about Interpreter Training. My interest is not to "take" from you; but to communicate with you so that we can share experiences, research, and results. I am working to develop a curriculum and establish a training program that will ensure quality professional interpreters for deaf people in the State of Texas; but would like to build on successful results already achieved. I expect to share much of the research and results of the project with you. Hopefully, we can begin communication on Interpreter Training and, through dialogue, we can begin to develop national standards. I have conferred with RID National Office on accreditation guidelines and I will be reviewing those guidelines in formulating curriculum.

In order to develop a quality program, it will be valuable to know the skills and tasks necessary to be a CSC interpreter. I am planning testing of certified interpreters to identify English Language reading, and vocabulary skills. I am aware of research as to interpreter personality characteristics done by Deafness Research and Training Center in 1974 and am wondering if other programs have done further research and can share this information with us.

On the next page, I have listed specific questions related to your program. I will appreciate your time and consideration in filling out and answering these questions and returning to me any information you wish to share.

Thank you.

Sincerely,

Cynthia B. Roy
Principal Investigator

CBR:jm

Attachment

Attachment
Interpreter Training
August 17, 1979

PROGRAM INFORMATION

1. Do you have a brochure/catalog?

   YES _____ NO _____ AVAILABLE _____ ENCLOSED _____

2. Do you have minimal entry requirements? If so, please explain or list briefly.

3. Do you test your applicants? If so, which tests do you use?

4. Are course descriptions available? ENCLOSED _____

5. Is a curriculum available to share with us? ENCLOSED _____

6. Are course syllabi available for any or all courses? Can you share this with us? ENCLOSED _____

RESEARCH INFORMATION

Has your program done any research on Interpreters, their skills, tasks, knowledge?

1. Research on English Language vocabulary and reading skills?

2. Research on personality characteristics?

3. Research on physical traits?

4. Other Research?

This research is: AVAILABLE _____ ENCLOSED _____

Return to:
Cynthia B. Roy, Principal Investigator
Texas State Technical Institute
Deaf Student Services
TSTI-Waco, Building 20-13
Waco, Texas 76705

APPENDIX F

RESPONSES TO INTERPRETER TRAINING PROGRAM LETTER

PROGRAM INFORMATION

1. Brochure/Catalog - nine responses

Tarrant County Junior College, Texas
Merrimack College, New Hampshire
Gallaudet College, Washington, D.C.
Spartenburg Methodist College, South Carolina
Madonna College, Livonia, Michigan
Seattle Community College, Seattle, Washington
Philadelphia Community College, Philadelphia
DeKalb Community College, Clarkston, Georgia
Waubonsee Community College, Illinois
National Technical Institute for the Deaf, Rochester, New York
El Camino College, Golden, California
Portland Community College, Oregon
East Central University, Ada, Oklahoma

2. and 3. Minimal Entry Requirements

Gallaudet:	high 500 SAT score expressive and receptive sign fluency past English grades letters and personal interviews
Madonna:	review of grades in sign language classes review of English skills interview
Seattle:	14 quarter credits of sign language OR entering sign tests
Philadelphia:	minimum of two sign language courses or equivalent English skill (transcripts) interview
DeKalb:	three classes in Sign Language (general, SEE, ASL) curriculum with syllabi
NTID:	Intermediate sign language skills
El Camino:	screening evaluation by panel OR RID certification
Waubonsee:	two courses in Manual Communication II ASL courses high school graduate above average English skills

4. Course descriptions and Curriculum*
and
5. TCJC, Merrimack, Gallaudet, Spartenburg, Madonna, Seattle, Philadelphia, DeKalb, Waubonsee, El Camino

*most curriculums were in catalog - list of courses and credit hours.

6. Course Syllabi

Waubonsee: Six course syllabi
Psychological/Social Aspects
Interpreting I and II
Practicum I and II
Etymology

RESEARCH INFORMATION

El Camino: Job Market Analysis - not available

Madonna: Compensation by interpreter for restricted space; and memory for syntactic and semantic information in interpreting (being prepared for publication).

APPENDIX G

August 29, 1979

Dear :

Texas State Technical Institute-Waco Campus has been granted Texas Education Agency funding for the development of an Interpreter Training Curriculum. This curriculum will be utilized in training interpreters who, upon graduation, will be expected to satisfactorily pass the RID Comprehensive Skills Certificate Evaluation. An initial objective is to conduct research to identify skills, tasks, and knowledge required of interpreters.

Because of your position as an employer of interpreters, I am looking to you as a valuable source of information as to what is needed and expected of interpreters entering the job market. Would you be willing to fill out the enclosed questionnaire and return it to me as soon as possible?

If you have any questions, please feel free to call or write me any time. I sincerely appreciate your time and consideration. Thank you.

Sincerely,

Cynthia B. Roy

Enclosures

85/11

QUESTIONNAIRE

DATA

1. Number of Interpreters employed _____

2. Number of certified Interpreters _____

CSC _____ EIC _____ Provisional

EIC-ETC _____ ETC _____ Permit _____

3. Total number of Interpreting hours per week _____

4. Number of Staff Interpreters _____

5. Number of free-lance Interpreters _____

6. Do you need _____ or use _____

Deaf-Blind Interpreters _____

Oral Interpreters _____

HIRING

1. What standards, guidelines, or qualifications does your program use in hiring Interpreters?

2. Rank order of importance when hiring Interpreters:

ASL Skills _____
Previous Interpreting Experience _____
Professional ethics _____
Certification _____
Associate Degree _____
Bachelor's Degree _____
Experience in related field _____

3. Are there any qualifications or experiences you would want CSC Interpreters to have before hiring them?

4. Describe the skills and knowledge of the "perfect" interpreter you would hire.

5. Do you use Interpreters/Other Professionals?

Interpreter/Social Worker _____
Interpreter/Secretary _____
Interpreter/Advocate _____
Interpreter/Teacher Aide _____
Interpreter/Tutor _____
Interpreter/Houseparent _____
Interpreter/Coordinator _____
Interpreter/ _____

SALARIES/WAGES/BENEFITS

1. a. Are your Interpreters salaried employees? Yes _____ No _____
If so, what are the salaries and how are they determined?

b. Are your Interpreters paid hourly wages? Yes _____ No _____
If so, how are the wages determined?

c. Do Interpreters receive benefits (i.e., Social Security, FIDC)?
Yes _____ No _____
Other Benefits:

d. Do you have a report from showing number of hours interpreted?
Yes _____ No _____ Enclosed _____

2. Do you hire an Interpreter-Coordinator? Yes _____ No _____
Salary ________ Hourly Wages ________
Responsibilities and/or job description:

3. Do you contract Interpreter Services for public and/or private agencies?
Yes _____ No _____
Is a contract form available _____ Enclosed _____

TRAINING

1. Do you provide training?

Orientation program _____
Staff training (on-going) _____
Staff in-service training (few days or one week) _____

If so, do you have:

Audio-visual materials _____
Printed literature _____
Handbook _____
Available _____ Enclosed _____

Does the above: Explain role and duties of an Interpreter _____
explain your agency's procedures _____

2. Do you require _____ or encourage _____ attendance at:

   Professional meetings _____
   Professional workshops _____
   Training programs _____
   (NITC, NTID, Gallaudet)

   Do you provide expenses?
   Yes _____ No _____

GENERAL

1. Do your Interpreters wear uniforms? _____
   Color _____ Smock only _____ Full dress _____ Provided _____

2. Do your Interpreters wear name tags? Yes _____ No _____
   If so, the tags say:

NEEDS

1. What are your greatest needs in Interpreters?

   Social Services _____
   Legal _____
   Medical _____
   Meetings _____
   Dramatic _____
   Educational _____
   Mental Health _____
   Religious _____
   Deaf/Blind _____
   Oral _____

2. What needs would you like to see included in an Interpreter Training Curriculum?

Return to:
Cynthia B. Roy, Principal Investigator
Texas State Technical Institute-Waco Campus
Deaf Student Services
Bldg. 20-13
Waco, TX 76705
512/799-3611, Ext. 551 (Voice)
512/799-3149 (TTY)

APPENDIX H

ANALYSIS:
SURVEY OF EMPLOYERS OF INTERPRETERS FOR THE DEAF FOR DEAF STUDENT SERVICES OFFICE
TSTI-WACO

Prepared by
Research Division

January 4, 1980

SURVEY OF EMPLOYERS OF INTERPRETERS FOR THE DEAF

Introduction

During August and September, 1979 a survey was conducted in Texas of presumed employers of interpreters for the deaf by the Deaf Student Services Office of TSTI-Waco. A total of 90 surveys were mailed out, and 40 responses were received. This equates to a 44.44% response rate overall. Of the 40 responses, seven indicated that they did not hire interpreters for the deaf, and consequently did not complete the remainder of the questionnaire. Eliminating these seven questionnaires leaves a working sample of 36.67%.

The questionnaire consisted of closed questions, to which the respondents were to provide a single response; and open-ended questions, to which the respondents were to provide answers in whatever detail was felt necessary. It is a somewhat difficult matter to analyze open-ended questions in that there is no basis for comparison or measurement. Consequently, an arbitrary cutoff of four like responses was established for this analysis. That is, only responses which were given by four or more of the respondents are included in the body of the report.

The questionnaire is reproduced herein (in script) exactly as it appeared, with the analysis of responses immediately following each question. The analysis is based on the responses of the 33 persons who completed the questionnaire.

Analysis

Data

1. Number of Interpreters employed _____

# responding - 32 (96.97%) 6-8 average (median)

There were 32 total responses to this question. Of those, three reported that they hired no interpreters, and the remaining 29 indicated a median (average) range from six to eight interpreters. The existence of a range was created because four respondents gave their answer as a range. The lowest number reported by an individual agency was one, and the largest number was 41.

Note: There is a duplication in the reported number of interpreters hired because in some cases more than one response was received from the same agency. Consequently, the total number has no meaning; only the average has relevance. The median was selected as the measure of central tendency rather than the mean because the wide dispersion of responses makes the mean a questionable statistic.

2. Number of certified Interpreters _____

CSC _____ EIC _____ Provisional
EIC-ETC _____ ETC _____ Permit _____

# responding - 32 (96.97%) 188 (56.85%)

CSC 103 (31.15%) EIC 7 (2.23%) Provisional
EIC-ETC 21 (6.35%) ETC 13 (3.93%) Permit 36 (10.89%)
RSC 4 State Basic 2 TSID 2

A total of 188 interpreters, hired by 25 reporting units, were reported to be certified. This figure represents approximately 56.85% of the total number of interpreters reported. The percent is described as "approximate" rather than exact because of the existence of the range of interpreters from question 1 instead of an exact count. The percent is actually an average of percents across the range. Four units which reported to hire interpreters, indicated that none were certified.

A breakdown of the types of certification held shows that the largest group hold a CSC. CSC interpreters comprise approximately 31.15% of the total number of interpreters. (The remaining categories are interpreted in the same manner.) The respondents added three categories to the list.

Note: The same duplication of numbers exists in this question as in question 1. Thus, while the totals do not represent actual counts of persons, the percents should be fairly representative figures.

The percents presented above represent each certification group as compared with the total number of interpreters reported. Another set of figures to consider would be the certification group as compared with only the total number certified. These figures are:

CSC 103 (54.79%) EIC 7 (3.72%) Provisional
EIC-ETC 21 (11.17%) ETC 13 (6.91%) Permit 36 (19.15%)

An interpretation of these figures would indicate that slightly over half of all certified interpreters hold a CSC. The remaining categories would be interpreted in the same manner.

3. Total number of Interpreting hours per week _____

# responding - 22 (66.67%) 20-30 (median)

The number of interpreting hours per week was reported by some agencies as a range, thus the existence of a range again rather than a single indicator. The lowest figure given was .25 hours per week, and the largest was 360. The median over all agencies was between 20 and 30 hours per week.

Note: The aforementioned duplication in totaling occurs in this question as well, so that only the average and not a total number of hours across all agencies has any meaning.

Considering the range of answers to be from .25 to 360 hours, the arithmetic mean would be an unreliable estimate of the average; hence, the median was selected as a more representative estimate.

4. Number of Staff Interpreters _____

# responding - 32 (96.97%) 52-56

A total of ten units reported to hire from 52 to 56 staff interpreters. This figure represents approximately 16.31% of all interpreters.

Note: Duplication in totals is present in the responses to the question causing only the percent, and not the total number reported, to have significance. Another confounding factor in the toal is present because four respondents reported figures which do not agree from question 1 to this question.

5. Number of free-lance Interpreters _____

# responding - 30 (90.91%) 270-286

A total of 22 reporting units claimed to hire from 270 to 286 free-lance interpreters. This figure represents approximately 83.99% of all interpreters.

Note: The same problems indicated for the total in the previous question apply likewise to this question.

6. Do you need _____ or use _____

Deaf-Blind Interpreters _____
Oral Interpreters _____

# responding - 32 (96.97%)

Deaf-Blind Interpreters

need 2 use 1 need and use 5

Oral Interpreters

need 2 use 4 need and use 4

A total of eight units reported to need and/or use deaf-blind interpreters, and ten reported to need and/or use oral interpreters.

Hiring

1. What standards, guidelines, or qualifications does your program use in hiring Interpreters?

# responding - 29 (87.88%)

Response	Number giving the answer
Certification	14
Skills evaluation	10
Interpreting experience	6
Referral/recommendation	6
Area of expertise	5
Availability	4
Educational level	4

A total of 16 different responses were given with seven responses given consistently enough to be included in the analysis. The most frequent response was "certification", followed by "skills evaluation." An interesting item to note is that of the 14 respondents who mentioned certification as a qualification for employment, three do not report having hired any certified interpreters.

Note: The cutoff of four like responses was applied in selecting the answers to be included.

2. Rank order of importance when hiring Interpreters:

ASL Skills ____
Previous Interpreting Experience ____
Professional ethics ____
Certification ____
Associate Degree ____
Bachelor Degree ____
Experience in related field ____

# responding - 32 (96.97%)

Rank	Qualification	Mean
1	Previous interpreting experience	2.19
2	ASL Skills	2.69
3	Professional ethics	3.03
3	Certification	3.03
4	Experience in related field	4.32
5	Associate Degree	5.28
6	Bachelor Degree	5.68

The qualifications were ranked by averaging all responses, and ordering from lowest to highest. The results indicate that to the respondents "previous interpreting experience" was the most important qualification followed in the order presented by the other categories, with a tie for the two ranking third.

It is interesting to note that while "previous interpreting experience" was ranked number 1 in this question, it was only mentioned by six respondents as being used as a guideline for hiring in the previous question. Also, "certification" which was most frequently mentioned as a guideline for hiring in question 1, was ranked in this question in a tie for third place.

Note: Not all respondents ranked all items. The number of persons responding to each qualification ranged from a high of 32 on the item ranked 1, to a low of 25 on the items ranked 5 and 6.

3. Are there any qualifications or experiences you would want CSC Interpreters to have before hiring them?

# responding - 27 (81.82%)

Response	Number giving the answer
Interpreting experience	16
Knowledge of ethics	5
ASL Skills	5
Knowledge of deafness	5
Willingness/sincerity	4
Orientation to setting	4

Twenty-four different responses were given to this question with the six above being mentioned with enough frequency to be listed in this analysis. The most frequently given response by far was "interpreting experience." This seems to be consistent with the response to the previous question. Likewise the responses concerning knowledge of ethics and ASL skills are consistent with the ranking of these items in the previous question.

On the low end of the scale, "experience in a related field" and "Associate and Bachelor degrees" were ranked last among the choices offered in question 2. They also fared poorly in this open-ended question, being mentioned by only one and two persons respectively.

Note: The established cutoff of four like responses was applied in determining the items to be included in this analysis.

4. Describe the skills and knowledge of the "perfect" interpreter you would hire.

# responding - 27 (81.82%)

Response	Number giving the answer
Clear skills	14
Knowledge of ethics	10
Good voice for reverse translating	8
Interpreting experience	7
ASL skills	7
Orientation to setting	7
Knowledge of deafness	7

Attitude	5
CSC certified	5
Varying language levels	4
Professionalism	4

A total of 32 different responses were given to this question, with the 11 most frequently given being presented above. The answer given most often was "clear interpreting skills". In obtaining an overall picture, questions 1-3 of this section point clearly to the fact that certification and previous interpreting experience are considered important elements in hiring considerations. In this question, interpreting experience is mentioned fourth, tied with several other factors; and CSC certification is mentioned fifth in frequency of response, preceded by such elements as "clear skills", "knowledge of ethics", "good voice", "ASL skills", "orientation to setting", and "knowledge of deafness". This would seem to imply that these skills and knowledge bases are the positive points desired of an interpreter which are approximated in the hiring component by consideration of certification and experience. In other words, assumptions are being made that persons possessing certification and previous experience will possess these desired qualities.

Note: The cutoff of four like responses was applied to this question.

5. Do you use Interpreters/Other Professionals?

Interpreter/Social Worker ____
Interpreter/Secretary ____
Interpreter/Advocate ____
Interpreter/Teacher Aide ____
Interpreter/Tutor ____
Interpreter/Houseparent ____
Interpreter/Coordinator ____
Interpreter/ ____

# responding - 27 (81.82%)

Response	Number giving the answer
Interpret/Social Worker	4
Interpreter/Secretary	11
Interpreter/Advocate	4
Interpreter/Teacher Aide	8
Interpreter/Tutor	19
Interpreter/Houseparent	0
Interpreter/Coordinator	7
Interpreter/Teacher	5

All 27 of the respondents report to use interpreters/other professionals in at lest one category, with the majority reporting to use them in several of the categories. The most common combination is with tutoring responsibilities, followed in second place by secretarial responsibilities. The last option, which was open-ended received five different responses, but only one received enough like answers to appear in the analysis.

In actuality, when reading the comments of several of the respondents, it would seem that a more descriptive ordering of the terminology would be "other Professional/interpreter". The respondents frequently report not to hire interpreters as such, but to hire other professionals who perofrm interpreting activities when called upon to do so.

Note: The cutoff of four like responses was applied to the last option in this question.

Salaries/Wages/Benefits

1. a. Are your Interpreters salaried employees? Yes _____
No _____
If so, what are the salaries and how are they determined?

# responding - 31 (93.94%) Yes 11 (35.48%) No 20 (64.52%)

The larger percent of employers of interpreters (64.52%) do not pay monthly salaries to those interpreters. The second portion of the question, relating to the amount of salaries, received insufficient response to present any findings, as only two persons provided a salary figure.

In answer to the last portion of the question concerning the manner in which salaries are determined, the following responses were given.

Response	Number giving the answer
Other job position	6
Local policy	3
Years of service	2
State pay scale	1

Of the 11 persons indicating that they have salaried interpreters, ten provided a response to this part of the question. Six of those ten stated that the salaries were determined by the primary position of the interpreter. In other words, the interpreters were hired primarily in some position other than that of interpreter, and were paid a salary according to the duties and responsibilities of that position.

Note: Some of the ten respondents provided more than one determining factor for salary, thus there are 12 total responses.

b. Are your Interpreters paid hourly wages? Yes _____
No _____
If so, how are the wages determined?

# responding - 31 (93.94%) Yes 24 (77.42%) No 7 (22.58%)

As expected from the results of the previous question, the larger portion of employers of interpreters (77.42%) do pay hourly wages. In the determination of wages, the following responses were given.

Response	Number giving the answer
Local policy	9
Certification level	4
TCD rates	3
Skill and experience	3
Increment report	2
TSID rates	2
RID rates	1

All 24 persons responding "yes" to the first part of this question, answered this second part also. The most frequent answer given was "local policy." This answer was given by nine respondents, seven of which identified the TRC classified pay schedule as the determining factor.

Note: The results shown in parts a & b of this question are not additive because the categories were not mutually exclusive. Some respondents replied "yes" to both salary and wage employment.

c. Do Interpreters receive benefits (i.e., Social Security, FIDC)? Yes _____ No _____

Other benefits:

# responding -31 (93.94%) Yes 11 (35.48%) No 20 (64.52%)

The 11 persons responding positively to this question are precisely the same ones who reported having salaried interpreters. It appears that no benefits are provided for interpreters receiving hourly wages. This would seem to imply that perhaps the interpreters paid on an hourly basis may only be hired on an hourly basis and not as full-time employees; however, no data exists to support or disprove this assumption.

Five persons listed additional benefits which are afforded to their employees. These benefits are listed below.

Response	Number giving the answer
Insurance	5
Health coverage	4
Retirement	3
Vacation	2
Sick leave	2
Holidays	2
Compensatory time	1
Optional credit union membership	1

d. Do you have a report form showing number of hours interpreted? Yes _____ No _____ Enclosed _____

# responding - 31 (93.94%) Yes 20 (64.52%) No 11 (35.48%)

Enclosed 5

Twenty respondents indicated that they have a report form for tracking interpreter hours. These 20 consisted of 17 who claim to pay hourly wages, and three who pay salaries. Five persons enclosed a copy of their report form.

2. Do you hire an Interpreter-Coordinator? Yes _____ No _____
Salary ________ Hourly Wages ________
Responsibilities and/or job description:

# responding - 32 (96.97%) Yes 12 (37.5%) No 20 (62.5%)
Salary $11,699.50 (average)

A total of 12 persons reported to hire an Interpreter-Coordinator. Six of the 12 provided a salary figure which ranged from a low of $9,000 to a high of $15,624 per year. The arithmetic average was $11,699.50. Two other persons indicated that they paid a salary, but no useable figure was provided. No one responded with an hourly wage.

Eight persons responded to the portion of the question dealing with job responsibilities. The following responses were given most frequently.

Response	Number giving the answer
Record keeping	6
Assigning interpreters to jobs	6
Scheduling	4

Nineteen duties were mentioned, but only the three presented above were mentioned with some regularity indicating a consistency in the duty from one job to the next.

Note: A cutoff point of four like responses was applied to this last portion of the question.

3. Do you contract Interpreter Services for public and/or private agencies?
Yes _____ No _____
Is a contract form available _____ Enclosed _____

# responding - 31 (93.94%) Yes 6 (19.35%) No 25 (80.65%)
Contract form available 5 Enclosed 1

Six persons responded that they do presently contract services. Two additional persons indicated that although they do not presently do so, they are prepared to do so in the future. Five persons indicated that a contract form was available, but only one enclosed a copy. Of those five who have a contract form, only three are currently contracting. The other two are those who are prepared to do so in the future.

Training

1. Do you provide training?

Orientation program _____
Staff training (on-going) _____

Staff in-service training _____
(few days or one week)

If so, do you have:

Audio-visual materials _____
Printed literature _____
Handbook _____

Available _____ Enclosed _____

Twenty-four persons responded positively to one of the above categories. One person responded negatively to both, and one person responded positively to both. By far the largest percent of respondents merely encourage attendance at professional gatherings.

The second part of this question was intended to be answered by those persons who responded in a positive manner in the first part. Twenty-six persons did answer this part of the question, but two of those did not answer the first part.

Likewise, two who answered the first part did not answer this part. Consequently, the results presented below are separated according to those from whom a response was desired on this part of the question, and those from whom a response was not required.

	Desired responses	Extra responses
Professional meetings	22	2
Professional workshops	22	2
Training programs	14	0

In this portion of the question, 25 persons responded positively to at least one of the options. One person responded negatively to all three options. Professional meetings and workshops seem to be the most popular activities at which attendance is encouraged.

Expenses - Yes 8 (32%) No 17 (68%)

Twenty-five persons answered this question, the majority indicating that they do not pay expenses. The only person who reported to require attendance at professional meetings did indicate that expenses were provided.

General

1. Do your Interpreters wear uniforms?

Color _____ Smock only _____ Full dress _____
Provided _____

# responding - 28 (84.85%) Yes 2 (7.14%) No 26 (92.86%)

Color - blue, dark green, dark blue
Smock only 5 Full dress 0 Provided 1

Only two persons indicated that their interpreters wear uniforms. These uniforms consist of smocks in the colors indicated, and one reports to provide the smocks. Three additional respondents reported that smocks were optional in their work environment.

2. Do your Interpreters wear name tags? Yes _____ No _____
If so, the tags say:

# responding - 29 (87.88%) Yes 3 (10.34%) No 26 (89.66%)

Response	Number giving the answer
Name, office designation	1
Name, Interpreter	2

Only three persons report that their interpreters wear name tags. The name tags that are worn appear as above.

Does the above: explain role and duties of an Interpreter _____
explain your agency's procedures _____

# responding - 25 (75.76%)

Orientation program	12
Staff training (on-going)	12
Staff in-service training	11

Sixteen persons responded "yes" to one or more of the above categories in the numbers shown. Nine persons responded "no" to all three categories. All three categories received approximately equal rates of response.

The second part of the question was to have been answered only by those persons responding positively to at least one category in the first part of the question. Rather, 27 persons responded to this part of the question, 17 of them giving a positive response in at least one category. The data presented below is separated according to those who answered positively in the first part of the question and so should have responded to this part, and those who should not have responded.

	Desired responses	Extra responses
Audio-visual materials	7	3
Printed literature	10	3
Handbook	4	1

A total of 12 persons provided responses which fall under the "desired response" category, and five extra persons responded to the question as well. Evidently, some locations do have such training materials even though they have no formalized in-house training program. The most common format for training materials seems to be printed literature, followed by audio-visual materials.

Available 2 Enclosed 3 In process 2

Three persons indicated that they attached a copy of their materials. Two others indicated they were available, and an additional two said they had materials being developed.

	Yes	No
Role and duties of an interpreter	6	4
Agency's procedures	7	3

A total of 11 persons responded to this portion of the question. The totals do not add to 11 because some persons answered one of the options, but provided no answer for the other.

2. Do you require _____ or encourage _____ attendance at:

Professional meetings _____
Professional workshops _____
Training programs _____
(NITC, NTID, Gallaudet)

Do you provide expenses?
Yes _____ No _____

# responding - 26 (78.79%) require 1 (3.85%) encourage 25 (96.15%)

Needs

1. What are your greatest needs in Interpreters?

Social Services _____
Legal _____
Medical _____
Meetings _____
Dramatic _____
Educational _____
Mental Health _____
Religious _____
Deaf/Blind _____
Oral _____

# responding - 33 (100%)

Educational	28 (84.85%)
Medical	18 (54.55%)
Social Services	17 (51.52%)
Meetings	15 (45.45%)
Mental Health	15 (45.45%)
Legal	10 (30.30%)
Oral	8 (24.24%)
Deaf/Blind	6 (18.18%)
Religious	6 (18.18%)
Dramatic	2 (6.06%)

The greatest need appears to be for interpreters in an educational setting, followed by medical and social services. Needs in these areas are indicated by over half of the respondents. Meetings and mental health tied for the fourth most frequently mentioned area of need with almost half of the respondents checking these two areas. The remaining areas were mentioned in the order of frequency presented above.

2. What needs would you like to see included in an Interpreter Training Curriculum?

# responding - 22 (66.67%)

Response	Number giving the answer	
Ethical responsibility	9	-Largest number- not necessarily a priority.
Signing skills	7	
Professionalism	6	
ASL skills	6	
Interviewing skills	5	
Basic college courses (e.g. English, grammar, spelling)	4	
Exposure to deaf community	4	
Reverse skills	4	

A total of 26 different answers were given to this question. The most frequently given responses are presented above. The largest number of respondents identified ethical responsibility as a need, followed secondly by signing skills. These responses are consistent with the answers given previously which indicated that skills and ethics were of high importance in employing interpreters.

Note: The cutoff of four like responses was applied to this question.

Conclusion

The following statements tend to characterize interpreters in Texas as reported by their employers. The majority are certified, and among those certified most hold a CSC. They typically work in a free-lance status, paid on an hourly basis, with no benefits provided by the employer. Those who are employed on a full-time basis are generally hired in another position with interpreting dutied in addition. Overall they do not wear uniforms nor name tags. They are encouraged to attend professional meetings and other gatherings, but at their own expense.

There are several desirable qualities which are looked for in hiring interpreters. The first and most often mentioned of these is clear interpreting skills. Closely following this are previous experience and a knowledge of ethics. The next item of importance is certification.

The three major areas of needs for the employers of interpreters are educational, medical, and social services. However, these categories are somewhat biased due to the nature of the responding group. Numerous responses were received from educational institutions and local TRC offices which caused the educational and social services areas to be mentioned more frequently than others. If it is the case that these are the primary employers of interpreters then the bias will be true to reality.

The expertise that is desired to be the result of an interpreter training program involves ethical responsibility; signing skills, including specifically ASL and reverse skills; and professionalism. It should be noted, however, that overall, educational level and degrees seemed to be relatively unimportant to the group of respondents when compared with specific skills and knowledge. That is, the possession of the degree itself was not as important as the ability and knowledge of the interpreter.

APPENDIX I

TASK INVENTORY

A trained, RID-certified interpreter must, in the following situations

educational	legal
social services	medical/mental health
mental health	artistic
religious	employment
rehabilitation	telephone/tv

be able to:

1) interpret from American Sign Language (ASL) to English
2) interpret from English to American Sign Language
3) transliterate: manual-spoken/spoken-manual mode
4) transliterate: spoken-spoken mode
5) exhibit ethical standards
6) recognize settings of interpreting
7) identify language/system of communication
8) appropriately prepare for assignments
9) identify specialized vocabulary
10) arrange environment: positions, lights, and background
11) charge appropriate fee
12) choose proper clothing
13) show appropriate etiquette
14) assist in development of signs for specialized, technical vocabulary
15) pass RID evaluation satisfactorily
16) use tactile techniques for deaf-blind
17) use oral techniques
18) use non-verbal techniques
19) attend professional meetings
20) fill out time schedules or reports

Gathered from observation, dialogue with interpreters and interpreter trainers, and expertise of project staff.

APPENDIX J

TASK ANALYSIS OF INTERPRETING

1. receive auditorily/visually message

2. fluency in two languages

3. conversant with subject matter
   reference to pre-existing knowledge

4. comprehend message

5. thorough analysis:
   - analyze interrelationships within message
   - recognize other elements--gestures, facial expression, style of delivery, changes in volume, body language, pauses

6. discard wording

7. retain non-verbal thought
   visualization
   seeking equivalents

8. recreate message in target language

9. produce message

Based on analysis developed by Danica Seleskovitch in her book, Interpreting for International Conferences, 1979.

Determined by project staff, based on bibliographic research, interviews with researchers and personal expertise.

APPENDIX K

INTERPRETER TRAINING CURRICULUM OUTLINE

COURSES	CREDIT +
*Introduction to Interpreting	3
*Knowledge of Deafness	3
*English and American Sign Language Linguistics for Interpreters	3
*Non-Verbal Communication as a Sign Language Base/for Interpreters	3
Audiology and Etiologies of Deafness	3
Transliterating and English Sign Systems	3
Interpreting: (1-2 hour modules)	20-24
educational medical/mental health social services religious telephone/tv multi-lingual rehabilitation/employment minimal language competency legal oral deaf-blind artistic	
Practicum and Internship	6-12

Specialized Course Work

Sign Language Teaching	3
Interpreter Coordinator	3

Supplementary Course Work

Personal Business Management
Human Relations/Public Relations
Service Delivery Systems
Child Development
Minority Group Dynamics
Introduction to Linguistics/Semiotics
Public Speaking
Psychology
English/History/Science/Math

*The project staff these courses are necessary prerequisites to the interpreting modules.

+The following are suggested hour credits for the courses listed and may be adjusted to meet individual institution's needs.

APPENDIX L

INTRODUCTION TO INTERPRETING

APPENDIX L

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INTRODUCTION TO INTERPRETING

Preface

This course is an introduction to the art and profession of interpretation. This course serves as a foundation to all the Interpreting modules in this training program. This course will be an introduction to the professional requirements, the knowledge of environmental conditions, the theories of interpretation, and instruction in the initial process of interpreting.

Course Outline

A. Interpreting: the Profession

B. Interpreters: the Role and Behavior

C. Practical Aspects of Interpreting

D. The Interpreting Process

E. The Mechanics of Interpreting

For the Instructor

The following contains a course outline and unit plans with topics, objectives, suggested learning activities, and resources for you, the instructor, and the students. Guidelines are provided for specific information because it is critical for continuity between this course and the interpreting modules.

You should feel free to supplement this course work with additional information desired and to draw upon your own expertise, experience, and knowledge of the field. This introductory course is general in nature; the specifics of situations will be found in the Interpreting modules. Actually, the authors expect that you will find many areas where you will want to add information; just keep in mind that any material you add should be general and that the information included here is imperative for success in the Interpreting modules.

Philosophy

The goal of each course and module is to teach students to teach themselves. Students should learn where to seek information, how to analyze and review information, and how to apply the information to better themselves and their skills.

Resources

1) College/University Librarian

This person can acquire materials and resources that you will need and can acquire updated information through contacts with resource search systems and other libraries.

2) Faculty Development Services

Instruction and teaching techniques are valuable to you now that you are involved in interpreter education. Many post-secondary programs have faculty services that offer aid and instruction in lesson planning, the use of audiovisual materials, and other techniques that you may need.

3) Bibliographies/Unit Readings

These resources are reading materials for the instructor as well as the student and will keep you informed of all recent updates in the field.

4) Instructional Assistance for Instructors

a. Babbini, Barbara E. Manual Communication: Fingerspelling and the Language of Signs, A Course Study Outline for Instructors. University of Illnois Press: Urbana, Ill., 1974. pp. 1-48.

This book is for the instruction of sign language but has many instructive ideas for teaching adults and the use of visuals. It is a source of teaching ideas and how-to's for the new instructor or can aid in updating teaching methods of experienced instructors.

b. 100 PBTE Modules, B-1 to B-6, C-1 to C-22, D-1 to D-6, and J-5 to J-9. Developed by the Center for Vocational Education, American Association of Vocational Instructional Materials, Engineering Center, University of Georgia, Athens, Ga.

Self-paced modules designed for the instruction of Individualized Instruction and how to develop learning objectives, lesson plans, evaluation techniques, and teaching ideas.

c. Norton, Robert E., Lois Harrington and Janet Gill. Performance Based Teacher Education: The State of the Art, General Education and Vocational Education.

d. Ingram, Robert. Proceedings of Conference of Preparation of Personnel in the Field of Interpreting. Washington, D.C.: Gallaudet College, 1972.

e. Mager, R. Preparing Instructional Objectives. Belmont, California: Fearon Publishers, Inc. 1962.

5) On-site Visits

Observation of interpreters at work can be conducted throughout the course or towards the end of the course. Devise observation forms so the student will have definite aspects to observe and record information.

6) Books and Publications (see annotated bibliography)

a. Gerver, David. Language Interpretation and Communication. New York, N.Y.: Plenum Press, 1978.

b. Introduction to Interpreting for Interpreters/Transliterators, Hearing-Impaired Consumers, Hearing Consumers. Silver Spring, Md.: Registry of Interpreters for the Deaf, 1980.

c. Seleskovitch, Danica. Interpreting for International Conferences. Washington, D.C.: Pen and Booth, 1978.

d. VIEWS, Registry of Interpreters for the Deaf Newsletter. (Periodical)

e. Interpretexan, Texas Society of Interpreters for the Deaf Newsletter. (Periodical)

f. DEAF AMERICAN. NAD (Periodical)

g. Sign Language Studies. (Journal)

Unit A: Interpreting: the Profession

A. Topics to be Covered

1. Views of Interpretation
    - a. Youngs, "Introduction," Interpreting for Deaf People, pp. 1-7.
    - b. Dominque and Ingram, "Sign Language Interpretation: The State of the Art," Language, Interpretation, and Communication, pp. 81-85.
    - c. "Introduction," Introduction to Interpreting, RID, 1980.
    - d. Ingram, "Terminology," Position Paper, pp. 1-3. (enclosed)
2. Definitions and Terminology
    - a. "RID Terminology Report," 1980 RID Convention (enclosed).
    - b. Ingram, "Terminology," Position Paper, 1979 (enclosed).
    - c. Guidebook for Interpreters. Austin, Tx.: TSID, 1980.
3. The Profession
    - a. Vidrine, J., "A Historical Study of the NeoProfessional Organization, RID, Inc," (unpublished dissertation), Tulane: New Orleans, 1979.
    - b. Ingram, "Concepts of Employment of Interpreters for the Deaf," Deaf American, January, 1975, pp. 7-8.
    - c. Husted, "You've Come a Long Way, RID," Interprenews, January, 1979, p. 3.
    - d. Seleskovitch, Interpreting for International Conferences, Chapter V, pp. 119-142.
    - e. Ingram, "Quo Vadis, RID?" Interprenews, December, 1977, p. 2.
    - f. Neesam, "The Registry of Interpreters for the Deaf," T. J. O'Rourke, ed., Psycholinguistics and Total Communication: The State of the Art, American Annals of the Deaf, 1972.
4. Settings, Situations, and Specialty Areas
    - a. Settings
    - b. Situations
    - c. Specialty Areas
5. Legislation
    - a. Federal
      DuBow, S., "Federal Actions on Interpreters and Telecommunications." American Annals of the Deaf 124: 93-96
    - b. State
    - c. Local

6. Certification and Evaluation

   a. RID
      RID. "Information for Candidates - Sign Language Evaluation." National Evaluation System., Washington, D.C.: RID.
   b. TSID
      Guidebook for Interpreters. Austin, Tx.: TSID, 1980.
   c. TCD Board of Evaluation
      Texas Register, Volume 5, No. 28, April 11, 1980. pp. 1415-1417

7. Consumer Education

   Ingram, "Teaching Deaf Students How to Purchase and Use Interpretation Services," Deaf American, May, 1977, pp. 3-6.

B. Student Performance Objectives

By the end of this unit, the student will be able to:

A-1 Participate in a class discussion about views of interpretation both past and present, presenting their thoughts about the articles they have read.

A-2 Answer a teacher-made multiple choice exam on terminology with 90% accuracy.

A-3 Summarize and present to the class the main points of any article presented in A-3 in a logical, clear manner.

A-4 Given a test matching settings, situations, and specialty areas, the student will correctly match two columns with 90% accuracy.

A-5 Summarize and present in "lay" terms the meanings and implications of federal, state, and local legislation regarding interpreters and the profession of interpreting.

A-6 List and explain briefly the certification of the national and state interpreters organizations and the state Board of Evaluation.

A-7 Participate in a class discussion on consumer education, noting what is being done in Texas and local communities.

C. Student Learning Activities

A-1 Have the student read required readings and during class discussion cover main points of articles for comprehension. Invite guest speakers. Have class debate on points of interest. Inquire as to why students are majoring in the field.

A-2 Provide students with terminology lists. Have students define terminology based on readings in A-2. Follow with class discussion so that whole class has similar definitions.

A-3 Decide on several topics that come from the readings. Have small groups give class presentation on what they read relating to that topic, the implications for new people in the field and for interpreters already practicing.

A-4 This information sets up a basis for going into the Interpreting course and the students must have this foundation of knowledge. Use class lecture and discussion.

A-5 Provide handouts of legislation or have guest speaker from the Texas Commission for the Deaf. Discuss what the legislation means in layman's terms and what the implications are for interpreters.

A-6 Have handouts of RID Information for Candidate - Sign Language Evaluation and TSID Interpreters Guidebook, etc. Discuss the values of evaluation and certification, level of proficiency required, and preparation necessary.

A-7 Class discussion of Ingram article and consumer education being done in Texas.

D. Resources

Organizations: Texas Commission for the Deaf, (TCD), Larry Stewart, Executive Director, P. O. Box 12904, Capital Station, Austin, Texas 78711 512/475-2492
Local Council - contact TCD

Texas Society of Interpreters for the Deaf, (TSID), P. O. Box 273, Austin, Texas 78767 - President (1980-81), Janealee Adams, 2402 Viva Drive, Mesquite, Texas Local Chapter - contact TSID

The National Registry of Interpreters for the Deaf, Inc., 814 Thayer Avenue, Silver Spring, Maryland 20910

Books: Interpreting for Deaf People, Department of HEW, 1965.

Gerver, D. and H. W. Sinaiko, eds. Language Interpretation and Communication, NATO Symposium on Language Interpretation. New York, N.Y.: Plenum Press, 1978.

Seleskovitch, Danica. Interpreting for International Conferences. Washington, D.C.: Pen and Booth, 1978 (available at Gallaudet College Bookstore).

Publications: "Interprenews," Deaf American, NAD, Silver Spring, Maryland.

VIEWS, RID, Silver Spring, Maryland.

Interpretexan, TSID, Austin, Texas.

Local Chapter Newsletters.

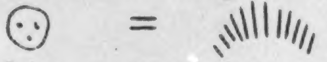
CODE

A system of relatively arbitrary symbols or signals used to express thoughts or ideas. More specifically, a code is generally a system of replacing or changing the words of a language with a set of symbols so that the resultant message cannot be understood unless the code is known. For example, the statement "John is happy" can be placed in code:

Morse code:

```
---- --- .... -.  .. ...  .... .- .--. .--. -.--
 J    O    H   N   I   S    H   A   P    P    Y
```

The statement could also be written in Braille which is a system of raised dots used with visually impaired people. Or, the statement could be written such that a symbol or signal represents an entire word instead of a single letter:



Unlike a language, a code generally has no grammatical rules of its own but instead uses the grammatical rules of the language to which it is applied. Thus, the grammar of the examples given above follow the grammatical rules of English. Thus to decipher or decode the message, a person must know the code (the system of replacement/ adaptation rules) plus the grammar of the language to which the code is applied.

MODE/MODALITY

Refers to the particular manner of expressing and receiving a language or a code. For example, spoken English uses an aural/oral mode; ASL uses a visual/gestural mode.

LANGUAGE

A system of relatively arbitrary symbols and grammatical signals that change across time and that members of a community share and use for several purposes: to interact with each other; to communicate their ideas, emotions, and intentions; and to transmit their culture from generation to generation.

AMERICAN SIGN LANGUAGE

Also referred to as ASL or Ameslan; a visual/gestural language created and used by deaf people in the United States and parts of Canada. ASL is, in part, historically related to French Sign Language. However, there is evidence to show that deaf people in the U. S. were using some variety of sign language prior to 1817 when French Sign Language was introduced into America.

The term visual/gestural is used instead of visual/manual since the grammar of ASL makes use of a signer's eyes, face, head, and body posture as well as the signer's hands. The term visual/manual focuses too much attention on the hands rather than the whole body.

PIDGIN SIGN LANGUAGE

The variety of visual/gestural communication used by most hearing and deaf signers when communicating with each other. The term "pidgin" refers to a type of linguistic communication which is not normally the native language of any of the people who use it. A pidgin is used in communication situations between persons who do not know each other's native languages. Generally, pidgin languages are characterized by elimination of many grammatical features and a simplification of grammatical structure.

In the case of Pidgin Sign English, the grammatical features of ASL are not fully used nor is an exact manual representation of English used. Instead, certain essential features of ASL and English are retained but others are not utilized or are optionally used. Because there are features of ASL and English which are optionally utilized, Pidgin Sign English (PSE) is actually a range of possible signal varieties. For example, any of the following representations would be considered PSE:

English sentence: I saw the 2 boys yesterday.

PSE
- I S-A-W T-H-E 2 BOY+S YESTERDAY
- I S-A-W 2 BOY+S YESTERDAY
- I SEE+PAST 2 BOY+S YESTERDAY
- I SEE 2 BOY+S YESTERDAY
- I SEE 2 BOY YESTERDAY
- ME SEE 2 BOY YESTERDAY

Note that none of these examples are, in fact, ASL although it is possible to talk about more ASL-like signing or more English-like signing depending upon how much of the grammatical structures of each language are used. PSE has also been called Siglish or Ameslish.

MANUALLY CODED ENGLISH

A generic term used to refer to manual representations of English. Specifically, the term is used to refer to the invented systems for representing English. These systems have also been called "Manual English." Since these systems are designed to represent the English language and since these systems try to use a manual representation of English, it is appropriate to refer to them as manual codes for English. Some of the specific systems which are manual codes for English are:

Signed English: Developed under the direction of Harry Bornstein, Signed English is designed for use in conjuction with speech for young deaf children (pre-school and elementary levels). It advocates a limited number of endings or affixes. There are a number of story books and other supplemental materials which have been published.

Seeing Essential English (SEE I): Developed by David Anthony, SEE I is not widely used at present. A basic principle of SEE I is that selection of vocabulary is largely based upon sound and spelling and that English words with the same sound and spelling are represented by a single sign. Thus, the word "run" would always be signed the same regardless of meaning. In ASL, however, there are usually separate signs for separate meanings (e.g., run home, run a meeting, run into, etc.). In addition, SEE I has a large number of endings which must be used (e.g., -ing, -ed, -ment, -ic, -ly, -y, -tion, -s, etc.).

Signing Exact English (SEE II): Developed by Gustavson, Pfetzing, and Zawalkow. SEE II uses many of the principles of SEE I, especially in vocabulary selection. That is, a one-sign, one-word approach is used which relies largely on sound and spelling.

Linguistics of Visual English (L.O.V.E.): Developed by Dennis Wompler, L.O.V.E. is currently not widely used but follows basically the same principles of vocabulary selection as SEE I and SEE II.

TRANSCODIFICATION/TRANSCODING

The process (transcodification) or the act (transcoding) of changing a message from one code to another code. Thus, transcodification is a generic term which encompasses any act of rendering a message from one code to another. The following activities then are included in the term transliteration: interpreting, transliterating, translating, reading aloud, taking dictation or shorthand, etc.

TRANSLATION/TRANSLATING

The process (translation) or the act (translating) of rendering a message from one written language to another written language. In both cases, the input and the output are written messages. Translation is only possible for languages which have writing systems.

INTERPRETATION/INTERPRETING

The process (interpretation) or the act (interpreting) of rendering a message from one signed or spoken language to another signed or spoken language. This process involves adherence to the vocabulary and grammatical/syntactical structures of the language into which a person is interpreting. It also involves a careful analysis of the language from which a person is interpreting to be able to formulate the same message appropriately in the other language. This means that the interpreter must possess an understanding of the vocabulary and grammar/syntax of both languages.

In the cases of English and ASL, the interpreter must be fluent in both languages in order to render equivalent messages in each language. The language which the interpreter sees or hears is called the source language (i.e., the language in which the message originally was produced) and the language which the interpreter signs or speaks is called the target of the receptor language (i.e., the language in which the interpreter produces the message).

There are generally two approaches to interpreting: simultaneous and consecutive. Simultaneous interpreting occurs when an interpreter produces a message in the target/receptor language with only a slight delay (generally a phrase or sentence) after seeing/hearing the message in the source language. Thus, simultaneous interpreting occurs within the same general time framework as the original message. Consecutive interpreting occurs when the signer/speaker and the interpreter alternate production of a message. Generally, the signer/speaker will produce a paragraph or so of the message and then stop. The interpreter will then produce the message in the target/receptor language. Then the signer/speaker produces the next segment of the message, pauses and the interpreter produces the message. This alternating process continues for the entire message. Consecutive interpreting generally allows the interpreter to re-sequence portions of the message so that they are more compatible with the syntax of the target/receptor language.

TRANSLITERATION/TRANSLITERATING

The process (transliteration) or the act (transliterating) of replacing elements in a message with an alternate coded form for those elements. The language of the coded form remains the same as the language of the message. Thus, while interpretation involves rendering a message from a source language to a target/receptor language, transliteration involves a source language and a target/receptor code. The two most common instances of transliteration vis-a-vis the Deaf community are: first, a message delivered in spoken English and rendered into some manual code for English or Pidgin Sign English (not ASL) and second, a message delivered in a manual code for English or Pidgin Sign English and rendered into spoken English. The type and exactness of the manual code for English or Pidgin Sign English used will be dependent upon many factors: audience, setting, speech, etc. The key factor in distinguishing transliterating and interpreting is the type of manual communication which occurs - if the manual communication of the communication facilitator or signer generally follows English syntax, then that is transliterating; if on the other hand, the manual communication follows ASL syntax, then that is interpreting. In both cases, the spoken language used will be English (Spanish, French).

SIGN-TO-ENGLISH

The type of interpreting or transliterating which occurs when the source is ASL, PSE, or a manual code for English and the target is English (spoken or written). There are, of course, other languages which could be indicated depending upon the situation: Sign-to-Spanish, Sign-to-French.

ENGLISH-TO-SIGN

The type of interpreting or transliterating which occurs when the source is English (spoken or written) and the target is ASL, PSE, or a manual code for English. There are, of course, other languages which could be indicated depending upon the situation: Spanish-to-sign or French-to-sign.

FINGERSPELLING/DACTYOLOGY

A manual code for English in which specific handshapes are used to represent the letters of the English alphabet. Messages are transmitted by spelling individual words.

SYNTAX

The study of the arrangements, and the occurrences of meaningful units (morphemes), words/signs and phrases in a language to form accept-able sentences and utterances in the language is called syntax. Thus, acceptable forms are called syntactic structures.

SEMONTICS

The study of the relations between linguistic symbols (words, signs, phrases, sentences) and the objects or concepts to which they refer. These relations can change over time or can vary among groups of users.

MINIMAL LANGUAGE SKILLS

A term used to refer to a condition in which a person possesses little or no language skills. This condition has also been described as an inability to function effectively with language. Minimal Language Skills is an inappropriate term to use with a person who, for example, possesses little or no English skills, but who is fluent in ASL. This is rather an example of minimal English skills. On the other hand, if a person is fluent in English but possesses little or no ASL skills, this is an example of minimal ASL skills.

PARAPHRASE

The process of rendering a message (generally in the same language as the source) so that the content of the message is retained; however, changes in vocabulary and syntax are made with the intent of clarifying the intelligibility level of the message.

SIMULTANEOUS COMMUNICATION

An approach to communication which involves the concurrent use of two communcations channels - one, gestural/visual and the other, vocal/auditory. The gestural/visual channel involves the use of signs and fingerspelling in the syntactic order of English (or the spoken language used) and the use of lip movements which are representative of the English word(s) the communicator wishes to convey. The vocal/auditory channel involves the use of articulate vocalization for English words. The degree of exactness with which the signs may represent English syntax depends, in part, upon the manual code for English which is used.

TOTAL COMMUNICATION

A term used in the education of deaf students which refers to a philosophy of approaching any communication situation. The basic premise of the philosophy is that no one communication approach is equally effective for all participants in all situations. Consequently, total communication means adjusting the communication approach to fit the situation, the sender, and the receiver. A number of communication approaches can be used singly or in combination with other approaches: ASL, writing, drama, pantomime, audition, manually coded English, speech, media, reading, gestures, speechreading, and art. Thus, for example, signing and talking at the same time is in fact, not TOTAL communication; rather, it is simply one realization of the various combinations possible according to the philosophy of Total Communication.

BILINGUALISM

The ability to use two languages, one of which is either learned first or becomes dominant over time. There are, of course, various levels of competencies with each of the two languages--from minimal functional use to nativelike competency. Generally, the dominant language is given first (e.g., English/French, ASL/English). In rare situations when a person displays equal competence in both languages, he/she is called a balance bilingual; in all other cases, when a person displays a higher level of competence in one of the two languages, he/she is called a dominant bilingual.

GLOSSARY

Recommended by Robert M. Ingram

SIGN	Anything that may be used to refer to something else, i.e., to communicate a message (or messages). A sign may be natural or contrived, verbal (i.e., linguistic) or nonverbal, human or non-human, and may be communicated via any medium. Examples of signs are animal calls, gestures, spoken or signed words, works of art, coins and currency, totem poles, maps, etc. The study of signs is called semiotics. Semiotics is a very broad field with many subdivisions. One subdivision, the one concerned with the study of signs used by humans, is called anthroposemiotics, which may be further divided into various specialties, including kinesics (the study of non-verbal human signs) and linguistics (study of verbal human signs).
CODE	A system of signs governed by rules mutually agreed upon by its users. The study of codes and the rules that govern them is called syntax. Syntax is concerned not with the production and perception of codes but with their organization.
LANGUAGE	A highly systematic verbal (i.e., linguistic) code used by human beings. Languages are natural and arbitrary and may be either spoken or signed. Examples of languages are Arabic, Providence Island Sign Language, American Sign Language, and English. The study of language is called linguistics. A language, then, is a specific subset of the set of codes, consisting of a specific subset of the set of signs, and linguistics is a specific subdivision of the field of anthroposemiotics.
MESSAGE	The meaning conveyed by a sign or group of signs. The study of messages is called semantics.
MEDIUM	The sensory means by which signs are produced and perceived. For example, English (and other spoken languages) uses the aural/oral medium; American Sign Language (and other sign languages) uses the visual/gestural medium. The study of media and their capacities to handle various codes is called cybernetics (also information theory, or the mathematical theory of communication).
SOURCE	The originator of a sign. The production of a sign is called encoding, and the source may be called the encoder.
RECEPTOR	The perceiver of a sign. The perception of a sign is called decoding, and the receptor may be called the decoder.

	The study of sources, receptors, and their relation to signs and messages is called pragmatics.
GLOSS	A code which is superimposed upon (or substituted for) another code. Morse Code and Braille are both codes which may be used to gloss English. English may also be glossed with various manual codes. (See Manually Coded English.)
TRANSCODIFICATION/ TRANSCODING	The process (transcodification) or the act (transcoding or reconstructing and relaying a message from one code to another code. Thus, transcodification is a generic term which encompasses the following activities: interpreting, transliterating, translating, reading aloud, taking dictation or shorthand, taking a photograph of a painting, expressing a poem through dance, drawing a series of pictures of an animal mating ritual, etc.
TRANSLITERATION/TRANSLITERATING	The process (transliteration) or the act (transliterating) of relaying a message from one form of a language to another form of the same language. Thus, while interpretation involves two distinct languages, transliteration involves one language and a gloss of that language. The two most common are Spanish or French.

Paper 3
Robert Ingram
1979

TERMINOLOGY

I

When the book, Interpreting for Deaf People, first appeared in 1964, very little was known about the linguistic structures of various sign language and gestural communication systems. Of course, Dr. William Stokoe had published his pioneer study, Sign Language Structure, four years before, but the full impact of that work did not begin to take effect until the early seventies. In 1964 the prevailing philosophy among interpreters was that all sign language systems were contrived and inferior to spoken languages; the best sign language systems, it was believed, were those that most closely represented the spoken language--in this case, spoken English. The system that Professor Stokoe had identified in 1960 as American Sign Language, or ASL (later named Ameslan by Lou Fant), (1972), was still generally regarded in 1964 as an underdeveloped form of English. It was widely referred to at that time as "broken English," "deaf signing," or one of several other uncomplimentary and linguistically naive terms.

It was upon these misconceptions about sign language structure that our definitions and discussions of sign language interpretation were based. The distinction between "interpreting" and "translating" found in Interpreting for Deaf People and widely used among sign language interpreters was taken from a paper by the Rev. Thomas Sutcliffe (19__). In the view of Rev. Sutcliffe and the compilers of Interpreting for Deaf People, translating was the perferred processs, as it involved a "verbatim rendering," i.e.; it involved both spoken English and a manual representation of English. "Interpreting" was regarded as a process of "paraphrasing" and "condensing" which was conceded to those deaf persons who were "low verbal" or had to communicate in "broken English."

By the early seventies, however, linguistic research was beginning to have its effects upon interpreters' conceptions of sign languages and the interpreting process. In 1972, the same year that he introduced the first textbook for teaching Ameslan, Fant published an article in The Deaf American in which he rejected the interpreting/translating dichotomy as it was then employed. The issue was not whether one transfers the message verbatim, he argued, but whether the transfer process involves two distinct languages or two forms of the same language. When two distinct languages are involved--e.g., English and Ameslan--the process is interpreting. When two forms of the same language are involved--e.g., English and Manually Coded English--the process is transliterating. The term "translation" refers to the transfer of written messages from one language to another and is therefore not applicable when a sign language is involved. Fant also rejected the terms "reverse interpreting" and "reverse translating" or "reverse transliterating." These terms convey the attitude that sign languages are inferior to spoken languages. A person who interprets between English and Spanish, for example, does not say that he "reverses" when interpreting from Spanish to English. To do so would be to treat Spanish with less respect than English and to suggest that interpreting in one direction is more "normal" than interpreting in the other direction. Fant proposed that instead of the terms "reverse interpreting" and "reverse transliterating"; we simply use the terms "interpreting" and "transliterating" and specify which language or form of language the message is being transferred from or to.

Another significant development in the field of sign language interpretation was beginning to take effect in the early seventies. Interpreters were beginning to re-examine their roles as professionals. The prevailing conception of the interpreter as the "helpmate" of deaf people was beginning to give way to the image of the interpreter as a facilitator of communication--responsible equally to all persons involved in the communicative act, hearing and deaf. The very notions of hearing and deafness were, in fact, subordinated to the fact that the principal communicators spoke or signed different languages or different language forms. This view of the interpreter as a channel, or facilitator, of communication was first put forth by Betty Pellegrino (now Betty Ingram) in an article in *The Deaf American* in 1973 and followed up by Carol Tipton in an article in a special issue of the *Journal of Rehabilitation of the Deaf* in 1974. In that same JRD issue, Robert M. Ingram combined Fant's view of the linguistic aspects of interpretation with Pellegrino's view of ethics to produce the first theoretical model of the interpreting process. That model, long since outdated in many respects, has never been refined or replaced.

While interpreters were re-examining their responsibilities linguistically and ethically, educators were busy developing new manual codes of English. Bornstein developed Signed English; Anthony invented Seeing Essential English; Gustason, Pfetzing, and Zawolkow produced Signing Exact English; and Wampler labored over the Linguistics of Visual English. Linguists began to write of a linguistic continuum and degrees of pidginization (blending of two languages). Caccamise and Drury attempted to clear up all of the resulting confusion in an article published in *The Deaf American* in 1976, but they did not address themselves to the problems of how these various systems fit into the interpreting process.

At the same time that interpreters were beginning to scrutinize their own profession, they were finding it increasingly difficult to exchange ideas with one another because of a lack of common points of reference. This problem was posed at the RID conventions in Seattle (1974), and in St. Petersburg (1976). Then, in Rochester, N.Y. in 1978, Theresa Smith proposed that the RID issue no official publications until a committee had been formed and had produced a report on terminology to be used in the field of interpreting. That committee was appointed with Harry Murphy as chairperson. The committee met in San Diego, California, in October 1978, and decided to divide responsibilities between two subcommittees, one to deal with terminology relating to the interpretation process and one to deal with terminology relating to the process of transliteration. The former subcommittee was to be chaired by Dennis Cokely, with Theresa Smith, Agnes Foret, and Lou Fant assisting. The subcommittee on transliteration was to include Robert M. Ingram as chairperson along with Suzie Kirchner and Harry Murphy. It was further decided that the two subcommittees would not compile lists or terms to be defined but would rather analyze the two processes of interpretation and transliteration and build into their analyses the terminology that would be necessary at any given point. Thus, more than simply defining terms, the committee hopes to construct a framework for a complete model of the process of interpeting with sign languages.

II

Perhaps sign language interpreters should not feel too badly that they have not been able to define their task in clear, unambiguous terms; interpreters and translators of spoken languages have not been able to define their tasks either, and they have been at it for centuries. The term "translation," for example, is used with at least three different meanings. In its broadest usage, translation refers to the transfer of messages from one medium to another, as in the translation of a song into dance, or the translation of a painting into sculpture. In a more restricted sense, translation refers to the transfer of messages from one language to another, as from English to Spanish, or from Ameslan to English. In its most narrow usage, translation refers to the transfer of written messages from one language to another, as in the translation of a report from written Russian to written English. Theoreticians tend to use the term with a broader frame of reference, while practicing translators prefer to restrict the term to the translation of written material. In the following pages, we will comply with the pattern of the practicing translators and define translation as the transfer of written messages between two different languages.

If we restrict the term "translation" to mean the transfer of written material between languages, then by what term (or terms) should we refer to these other acts of transferring messages? Jakobson (1959) suggests the term "transmutation," but some interpreters seem uncomfortable with that term. Others have suggested the term "transformation," but that word has specific references in grammatical theory. The process we are talking about is the transfer of messages between codes--dance, music, sculpture, architecture, language, mathematics, even the way we dress are all codes by which the members of a culture exchange messages (i.e., communicate) with one another. To transfer a message from one code to another is to transcode, and the process of transferring a message from one code to another may be called transcodification. Thus, (written) translation is a specific, narrow type of transcodification.

The science that is concerned with the study of codes and their structures and functions is known as semiotics. Those semiotic codes that we know as languages (e.g., English, Ameslan, German, etc.) are studied by the science of linguistics. Linguistics, then is a branch of the broader field of semiotics, and linguistic codes are a subset of the broader set of semiotic codes. When we wish to refer to the transcodification of linguistic codes, or languages, we will use the term linguistic transcodification, or $_{1}$transcodification.

To summarize, transcodification is defined as the transference of messages between codes; $_{1}$transcodification is a specific type of transcodification that is restricted to linguistic codes, or languages; and translation is a specific type of $_{1}$transcodification that is limited to languages in written form. Figure 1 shows the relationships of these processes to one another and also shows us where interpretation fits into the scheme.

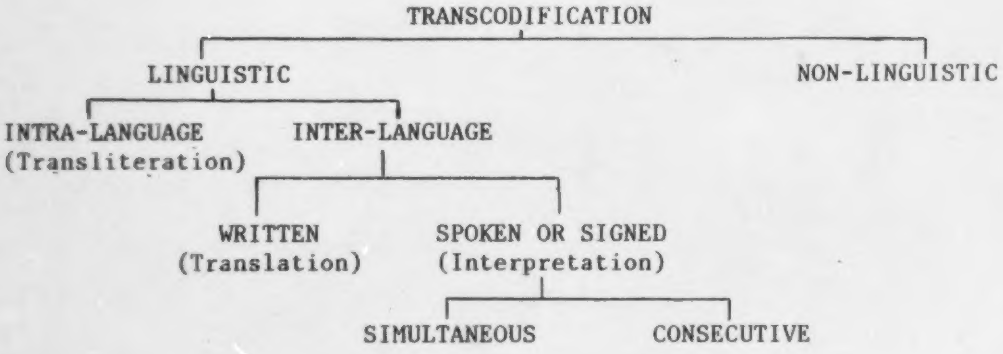

TRANSCODIFICATION
LINGUISTIC
NON-LINGUISTIC
INTRA-LANGUAGE
(Transliteration)
INTER-LANGUAGE
WRITTEN
(Translation)
SPOKEN OR SIGNED
(Interpretation)
SIMULTANEOUS
CONSECUTIVE

Figure 1

AN OUTLINE OF THE VARIOUS TYPES OF TRANSCODIFICATION

When we speak of a code, we are referring to a set of symbols organized into a system, or structure. We can change the form of a code without changing its structure. For example, English has essentially the same grammatical structure whether it is spoken, written, signed, or relayed by Morse Code: it is still English; only its mode of representation[1] has changed. When we transcode a message between two modes of representing the same language (i.e., intra-lingual transcodification), we call the process transliteration. Transliteration occurs, for example, when we transfer a message from spoken English to Manually Coded Enlgish, or vice versa.

When we transfer a message between two different languages (i.e., inter-lingual transcodofication) the process is called either translation or interpretation, depending upon whether the messages are written, signed, or spoken. As we have seen, translation refers to the transfer of messages in writing. When the messages are transferred between signed or spoken languages, the process is called interpretation. Some examples of interpretation are the transfer of messages from spoken English to spoken French, from Ameslan to spoken English, or from Danish Sign Language to American Sign Language.

There are two main techniques used by interpreters. The interpreter may transfer the message while the speaker[2] continues to speak, or the interpreter may wait for the speaker to pause before offering the interpretation. The former techniques is called simultaneous interpretation, and the latter is know as consecutive interpretation. Simultaneous interpretation is used almost exclusively among professional sign language interpreters, while interpreters of spoken languages often use both techniques.

One more point should be made before we summarize this portion of our discussion. Thus far, we have been discussing theoretical matters, and we have used such terms as transcodification, transliteration, translation, and interpretation. When we wish to refer to actual events, as opposed to theories, we drop the -tion endings of these words and substitute an -ing ending. Thus, transcodification refers to the theoretical process of transferring messages between codes, while transcoding refers to the actual practice of transferring a message from one code to another. Likewise, when we discuss theoretical issues relating to the transfer of messages between signed and spoken languages, we use the term interpretation, but when we discuss the actual transfer of messages in practical situations, we use the term interpreting.

In summary, the interpreter is engaged in a task that is highly involved, indeed. I. A. Richards (1953:250) is often quoted for his depiction of translation as "probably the most complex type of event yet produced in the evolution of the cosmos," and surely he meant the phrase to apply to interpretation as well as translation. Interpretation and translation are two types of inter-lingual transcodification. Inter-lingual transcodification involves two different languages, while intra-lingual transcodification, or transliteration, involves one language in two different modes. Inter-lingual and intra-lingual transcodification are both examples of linguistic transcodification, or $_1$transcodification, which is distinguished from non-linguistic transcodification.

In the remainder of this paper, we will be focusing upon the processes of interpretation and transliteration. It is important to understand, however, that these are not isolated processes but the focal points of the much broader process of transcodification. People communicate in one language at a time, but that language is accompanied by a host of non-linguistic codes. Consequently, "the interpreter must decode, transfer, and re-encode not single linguistic messages and codes at a time but a multiplicity of interwoven codes with every single act of interpretaion" (Ingram, 1978:111). "The primary codes with which we deal are linguistic codes, but we are also concerned to a considerable extent with non-linguistic codes, and in this sense, sign language interpretation serves to remind us that only a semiotic view of interpretation can be sufficient to describe this complex process.[2] In the following pages, we will look more closely at the processes of interpretation and transliteration within the semiotic framework we have sketched.

FOOTNOTES

[1] The term "mode" should not be confused with the term "modality," which has a specialized meaning in linguistics and logic.

[2] The term "speaker" will be used to refer to the person initiating the communication, whether in speech or in sign.

Settings

1. One-to-one

Persons involved include a speaker of ASL (usually a deaf person), a speaker of English (usually a hearing person), and an interpreter, and occasionally, a fourth person who is an observer or casual participant.

2. Small group

Approximately 4 to 12 persons are involved.
(a) deaf people and one hearing person
(b) hearing people and one deaf person
(c) mixed group of people
The important question is how many people are able and willing to sign for themselves.

3. Large group

The number of persons involved is ten to infinity. Composition is the same as above and may include situations that require special considerations:
(a) panel
(b) question/answer sessions
(c) banquets
(d) platform
(e) informal receptions

Situations

Educational - classroom, parent conferences, teacher meetings/workshops, labs, professional conferences/meetings;

Medical - doctor's office, hospital, emergency room, birth control counseling, immunization shots, emergency on-the-scene, dentist, birth classes;

Legal - lawyer's office, municipal, state, and federal court, civil and administrative government hearings, tax assessor's office;

Social Services - social security, welfare, employment, food stamps, Dept. of Human Resources;

Rehabilitation - diagnostics, hearing evaluations, vocational testing, interviews with counselors or for a job, on-the-job training;

Employment - on-the-job training, union meetings, employer/employee meetings, skill upgrading;

Artistic - plays, songs, dramas, TV, movies, one-man acts, comedians;

Religion - church services, weddings, funerals, baptisms, retreats, camps;

Mental Health - hearings, out-patient care, psychiatrist's office, children's units, marriage/family counseling.

Specialty Areas

Oral Interpreting
Deaf/Blind Interpreting
Minimal Language Competency
Multilingual Interpreting

Legislation Concerning Interpreting

1. Federal

Copies of Federal legislation may be obtained from the Federal Register, local library, and contact with State Congressional Representatives or Senators.

Vocational Rehabilitation Act of 1964
Vocational Rehabilitation Act of 1973 (sections 500)
Comprehensive Rehabilitation Act of 1978
Bilingual Court Interpreter's Act
P.L. 94-142
P.L. 95-602

2. State

Copies of State legislation may be obtained from TCD or State Representatives.

HB 1521 - mandates the provision of professional interpreters in criminal and civil matters, administrative hearings, and services provided to deaf individuals by state agencies.

SB 548 - patterned after the Federal Bilinqual Act, provides a state mandate for interpreters for non-English speaking persons in court settings.

SB 609 - statutorily recognizes American Sign Language as a language in Texas.

SB 1157 - mandates the reorganization of the Texas Commission for the Deaf and stipulates responsibilities of the new Commission.

SCR 54 - request to the Coordinating Board of Texas Colleges and Universities to seek information to improve programs relating to deafness; i.e., Interpreter Training Programs.

3. Local Municipalities

See specific city ordinances, for example, Austin City Police regulations.

Unit B: Interpreters: Role and Behavior

A. Topics to be Covered

1. What is an Interpreter?
   - a. Murphy, "Perceptions of Deaf Persons and Interpreters for the Deaf of An Ideal Interpreter," Interpreting Potpourri, pp. 54-58.
   - b. Rust and Meldrum, "Awareness, New Information, Application, Experience: A Model of Personal and Professional Growth," Interpreting Potpourri, pp. 59-71.
   - c. Brasel, Montanelli, and Quigley, "The Component Skills of Interpreting As Viewed by Interpreters," Journal of Rehabilitation of the Deaf, 7, January 1974, pp. 20-27.
   - d. Anderson, "Perspectives on the Role of the Interpreter," Translation, Brislin, 1976, pp. 208-228.
   - e. Powers, "The Issue is Advocacy," speech given at the Conference of Interpreter Trainers, 1979, (enclosed).
   - f. Anderson, "Interpreter Roles and Interpretation Situations: Cross-Cutting Typologies," Language Interpretation and Communication, Gerver, pp. 217-230.
   - g. Nida, "The Role of the Translator," Toward a Science of Translating, pp. 145-155.
   - h. Schein, "Personality Characteristics Associated With Interpreter Proficiency," Journal of Rehabilitation of the Deaf, 7, January 1974, pp. 33-43.

2. Professional Behavior
   - a. "RID Code of Ethics," Interpreting for Deaf People, pp. 9-10.
   - b. Revised Code of Ethics, RID, (enclosed).
   - c. Pellegrino, "Ethics in Interpreting," Deaf American, April 1973, pp. 23-24
   - d. Tipton, "Interpreting Ethics," Journal of Rehabilitation of the Deaf, pp. 10-16.
   - e. TSID Code of Ethics.
   - f. TSID State Interpreters Ethics Committee Guidelines.
   - g. Problems and Conflicts for Role-Playing Activities - NITC Curriculum.

3. Professional Etiquette
   - a. For Interpreters.
   - b. In the Company of Deaf Persons.
   - c. Responses to Difficult Situations.

B. Student Performace Objectives

By the end of this unit, the student will be able to:

A-1 Participate in class discussion of qualifications and skills of an "ideal" interpreter.

Write an essay in own words and answer "What is an Interpreter"?; and/or identify the role of an interpreter.

A-2 Given five working situations, identify the problem and resolve it ethically.

During role-playing situations, resolve problems that occur.

A-3 During role-playing situations, act professionally according to guidelines.

C. Student Learning Activities

A-1 Small group discussions on readings; class discussion outlining characteristics of "ideal interpreter, handouts of Sentence Completion Exercises (enclosed) - student completes first time as listed and then again omitting the word "deaf." Instructor can collect all responses, list on a master, and return to students to analyze. A lecture on the two views of "interpreting can follow and a discussion will ensue on which responses fit which view.

	Clinical	Humanistic
View of field	Interpreters are "helpers of the deaf" and from the field of deafness. The focus is on the disability, not communication.	There exists a situation where two people do not share the same language. The field is communication and language (including other foreign languages).
View of process	An unequal situation occurred where the hearing person had all the information and "explained" it to the deaf person.	A need of communication models; and study of linguistic model to study what is spoken and what it means and a semiotic model to study different codes and channels.

Motivational Analysis forms (enclosed) to determine where attitudes lie.

A-2 Review ethics of other professions to have students develop their own ethics and then later compare with the RID/TSID Code of Ethics. Class discussion on old and new ethics of RID; videotapes or live performances of working situations that need ethical solutions.

A-3 Guest speaker on professional demeanor; grooming and etiquette textbooks for tips on being professional. Discuss good manners in general; how to handle one's self in tense situations (role-plays).

D. Resources

Books and Publications

Caccamise, Frank; Stangerone, James, and Caccamise, Marilyn, eds. "Interpreting Potpourri: Proceedings of the 1978 RID Convention." Rochester, New York. Washington, D.C.: Registry of Interpreters for the Deaf.

Journal of Rehabilitation of the Deaf. Silver Spring, Md.: American Deafness and Rehabilitation Association (ADARA). (Periodical).

Brislin, R., Translation: Application and Research. New York: Gardner, 1976.

Gerver, D. and H. W. Sinaiko, eds. Language Interpretation and Communication. New York: Plenum, 1978.

Nida, Eugene. Toward a Science of Translating. Leiden: E. J. Brill, 1964.

Deaf American. Silver Spring, Md.: National Association of the Deaf. (Periodical)

National Interpreter Training Consortium Curriculum. Pages of role-play activities from Ethics Unit.

Jeanne Audrey Powers
at the First National
Conference of Interpreter Trainers of the
National Interpreter
Training Consortium
October 4, 1979
St. Paul, Minnesota

THE ISSUE IS ADVOCACY!

One of the insights from a workshop at last year's Convention of the National Registry of Interpreters for the Deaf was "it is uncomfortable for the audience to see an 'unqualified' interpreter working," and the major point of the role-play was "an interpreter's skill should be equivalent to the demands of the job." And so, speaking at a conference to professionals in a field I know very little about makes me wonder if I am "equal to the demands of the job." But in a real sense, I, too, am an "interpreter" of insights and perspectives from my experience, and we'll just have to see how well my speaking and your hearing make for good communication.

I have had little experience with your kind of translators and have been in few settings where your kind of deaf people have been present. But I've had lots of experience with another kind of "deaf people." I serve on several committees of the World Council of Churches in which, when a German or Franch speaker communicates, a number of us really are deaf--and when they speak in Russian, even more of us. We depend on those who do the simultaneous translation of the proceedings through our earphones. Our admiration for those who shift back and forth into two or more languages is unquestioned. They enable all of us to be participants, to communicate our thoughts and feelings, to enable human community, and to get our work done. And recently, when a question arose about certain legislative action which took place at a meeting in Nairobi, someone said, "Ask one of the translators; they listen to everything; the rest of us can "tune out", but they process every thought and translate it into words. They'll know what the action was!" And so I tip my hat to you for the way in which you are another kind of bridge builders of human community.

On the other hand, I want you to know that preparing for this address has been a rich experience, for I know a whole lot more about your field than I did six months ago, that's for sure! Susan Morgan and Becky Carlson have been very helpful in providing me with information and papers. I know how to pronounce Ameslan, and have some awareness of controversies in your field, such as mainstreaming, SEE, cued speech, and Total Communication. I've also been reading the newspapers differently; the New York Times had a front page article on the suit Frances Davis brought regarding admittance into the college nursing program, and I was so infuriated by the Supreme Court ruling that I made a contribution to the National Association of the Deaf Legal Defense Fund. I even wrote to the Teletypewriters for the Deaf, Inc., because the issue of telecommunications for the deaf captured my interest. And the International Association of the Deaf sent me the button I'm wearing. If I can't sign it, at least I can wear it!

I've also done a good bit of exploration and participation in developments in the churches with regard to the disabled: The Episcopal Conference of the Deaf, the Task Force on Persons with Disabilities of the Consultation of Church Union, the United Methodist Congress of the Deaf, and through them have been reading articles in The Deaf American and Gallaudet Today. And recently, when I was in the airport at San Antonio, where everything is multilingual in Spanish and English, I watched an airline ticket agent do all his conversation with the interpreter for the deaf person. I wanted to dash into that threesome and say, "Dammit. Talk to the passenger, not to the interpreter." So, my sensitivities are growing...and I'm grateful.

So it may well be that the best result of this whole invitation is that deaf people have a new advocate. What I want to ask you is: To what extent are you an advocate? And don't tell me, "Of course I am; I'm an interpreter trainer!" There's more to it than that. Being in a profession which works with deaf people doesn't make you an advocate. The issue is how advocacy takes place, how you participate in it, and what it's all for. And that's what I'd like to look at today.

So...to approach the topic, let's turn the issue "inside out," looking not at deaf people but at hearing people. I was moved by an article in Gallaudet's winter '78 journal, by Sara Machniak, a hearing child of deaf parents, growing up in a time when there was no such thing as Deaf Awareness: quote from article, "Now I know it was their loss, not ours." Perhaps it is, then, that we hearing people are the ones who have the most to learn, not so that we can "help" the deaf person be like us and to function in "normal" society, but precisely because the deaf person has something to teach us about life, about human relationships, and about our own handicaps and disabilities in the life we share together in human society.

Long ago, in the Civil Rights Movement, we came to a point where we recognized that it was no longer acceptable to speak of "the Negro problem" or even later "the black problem." It was a white problem. Cross burnings in front of black homes on Long Island's integrated communities last month are not "a black problem." It's "a white problem." William Sloane Coffin, pastor of New York's Riverside Church, speaking at a conference on The Church and The Disabled, sponsored by the National Council of Churches said, "This is a conference of the spiritually handicapped. It is we who must change and grow. In the same way, we should not attend seminars on poverty but on affluence, for affluence is the authentic problem. In our ministry to the poor or to the disabled, it is they who tell us who we really are."

I think that there are insights from other minority movements of advocacy and activism which not only have something to teach us as we seek to be advocates of the disabled, but also can teach you something about your own organization. And so I ask you, are you prepared to receive some learnings from minority groups, one of whom with which you work, indeed from those very persons who have been disenfranchised, marginalized, shut in, shut out, and in the past, forced to shut up? And if so, then you may not want to "tune out" of this keynote address, even if you're not interpreting.

I understand that this is the First National Conference of Interpreter Trainers, and its purpose is to establish an organization of interpreter trainers so that this and future conferences will provide opportunities for your professional growth. I would hope you would not leave it there, but take the next step, too. Self interest can never maintain motivation for long unless it is also undergirded by a larger goal of "being for others." And you hold in your hands--quite literally--an opportunity to bridge two worlds of both the hearing and the hearing impaired to make them one.

But interestingly enough, the human rights of disabled people to full participation in secular society is not unlike the issue which faces you--the full participation in your field, not only as "interpreter trainers" but also in the larger profession of the social services, and your creative involvement in it. From within my own experience, I know that there has been a dramatic change in the approach, for example, of the churches' ministry with disabled persons. In essence, this change was a passage from charity, condescension, and custodialism (which was much of the conventional wisdom in both society and church of an earlier era) to one of partnership with disabled persons in a common quest for visibility, independence, and self-realization. And the same could be asked of you in your career. Are you, as a key person in the communication process between the deaf person and the hearing world, accepting charity, condescension, and custodialism in your profession?

Frank Bowe, director of the American Coalition of Citizens with Disabilities, has said, "It is possible to legislate rights, and this has been done. But rights become reality only after political struggle." Establishing an organization of interpreter trainers may be legislatively enacted here, but being the kind of organization which makes a difference in your profession on behalf of the deaf community becomes reality only after political struggle. One might call it a "journey", and where we are now, where we need to get to, and how we plan to make the trip provide the issues for us.

A. It is first of all a journey from subordination to equality. At its heart is rooting out the kind of paternalism which makes all of us less than full human beings. I'm sure you've seen or heard about the annual cerebral palsy telethon. I find it deeply offensive, for it symbolizes the humiliating paternalism of society's "tolerance" (not acceptance) of disabled people. Michael Poachovis, a political organizer, has said, "It's absolutely degrading. Watching those telethons you might think that all palsied adults are mentally retarded, pathetically trusting, asexual children." All people with disabilities get frustrated when they are asked what they want, when everything is done for them. And then they begin to expect everything to be done for them. Perhaps this is the most devastating form of paternalism, that they give up their independence in little things first, and then in almost everything.

And as is so often the case with other disadvantaged people, the professionals who work in the field with it are often among the worst offenders. Most workers in the human services still acquire in their training a basically medical view of social problems, what the historian Christopher Lasch has called "the social-pathology model." The disabled must cope with a kind of paternalism from their able-bodied allies which has long been discredited in race relations. I know in my own field that people are often attracted to church-related work because they know they will be "needed," and I suspect it's not much different in yours. If what we call "four letter words" are obscene in certain contexts, then let's remember that "help" is also a four letter word, and can be equally obscene, depending on how it is given. Those in need can be made more needy, and we often enter those fields because we are allowed to feel superior. And so, essentially, what we are talking about is power and power relationships.

We set up life in a dualistic framework: whites and non-whites, adult and child, doctor and patient, healthy and handicapped, in my field we say Christians and "non"-Christians, hearing and hearing-"impaired," the interpreter and the deaf person, administrators and interpreters. Now it is not surprising that a common thread runs through each of these couplets. Within each set, the first is lifted up as superior and dominant, and the second is viewed as inferior and subordinate. In each, the dominance is maintained, unless there is a desire for so called "integration." And if that be the case, the "hidden message" of successful integration has been that the goal is for the second to become the first or to become like the first. Blacks used to straighten their hair or "Pass" to look white, the child is expected to "act like an adult" when there is company, interpreters may aspire to become interpreter-trainers, and a hidden message is given to the deaf person that it is better to try to be a marginal "hearing person" than to function as a deaf person who realistically deals with the condition of profound hearing loss. And to women working your field, the term "complementary relationship" has been used to justify that males will be the administrators--to get the program monies, establish the priorites, engage in the politics involved in manipulating the system--while the interpreters struggle with the Code of Ethics and are given pats on the head for "doing the important work."

Now I believe there are several ways in which this dominant/subordinate mentality operates in your field.

1. In many ways, you as interpreter trainers have a certain kind of power in you positions. You carry the responsibility of being good trainers, of taking, usually a young person, and usually female at that, often in their first job (with all the adjustments which that calls for) through the development into excellence as an interpreter. There are skills they must learn--the signing of course--but perhaps even more important, are the attitudes and perspectives which will inform their work. Any residual paternalistic attitudes which still are in you will be passed on to them. If you get satisfaction out of the authority and power inherent in your position by having the skills of communicating between hearing people and deaf people, if you see deaf people as chronic patients, if you operate with superiority because you think your interpreting skills are "in place," if you convey that a handicapped person is not merely powerless because they are "sick," but doubly powerless because they cannot master the job of "getting well," if you see

the deaf community as socially powerless, victims, deprived of a personal and political identity, then you will create or reinforce such attitudes in those you are training. And if you inspire in your interpreters that this is just another job in which only translation skills are enough, then according to the medical model, they will assume that their entire role is to deal with the assumed abnormality. If it is true, as in some of the materials I read, that the major problem the deaf person has in learning to produce speech is that they can't hear what they say, then the same might be said of you who are interpreter trainers: you may not be able to hear what you are really saying in the attitudes you convey to the interpreters.

2. But in another way, you also operate out of a somewhat powerless position. Within the National Registry of Interpreters for the Deaf, you have no special interest group, thus far, of your own. You have no communication network within which to share information. And every powerless group in society--women, ethnic minorities, gays--has discovered that some kind of networking for linkage is crucial. In addition, I find it interesting that except for the rare exception, interpreter trainers are women and the administrators for whom you work are men, and thus you play into the systemic sexism operating in our society in which the same pattern is present in school administration, hospital administration, church administration, and in government. At the decision making levels--with regard to budget, personnel, prioritizing, policy decision, futuring--you are invisible: your concerns go unnoticed or you don't take responsibility for those decisions yourselves.

So, recognizing that in some ways you have the power--and have hearing--and might be called "dominants," and in other ways you are powerless, and might be called "invisible subordinates," let's look at some of those characteristics.

Dominants tend to think that others are inferior to them, and that subordinates don't have quite the emotions, skills, experience, or intelligence to do what dominants do. Therefore, they tend to give the subordinates the less-valued jobs they don't want to do. Even unconsciously, dominants value insubordinates the characteristics of submissiveness and dependency as signs of being "well adjusted." When, however, subordinates begin to "rise up" with initiative and assertiveness, much conflict occurs.

Needless to say, the "in group" educational power structure has resented the change in giving more authority to deaf leadership. And whenever community involvement is missing, that is, of the people it is meant to serve, majority group misconceptions and values are perpetuated on the minority. It is no wonder that some of you are faced with criticism that you have no deaf person on your staff and yet you're supposed to be a program for deaf students. And so, when a dominant group continues to make decisions that determine the lives of those without the power to do so, powerlessness and need is reinforced.

Another characteristic is that dominants name the terms of relationships and tend to feel that that is the model for normal human relationships. Literature on the "adjustment" of deaf people abounds with descriptions such as "rigid", "limited Life-space", "inadequate ego-strength", and that they communicate through a "system" which is incapable of expressing abstract thoughts. And child developmental theories, such as those proposed by Piaget and others, assume that observations of able-bodied children will work for the disabled, when as far back as 1956 Arnold Gessell, the famed pediatrician, wrote, "Our aim should not be to convert the deaf child into a somewhat fictitious version of a normal hearing child, but into a well adjusted non-hearing child who is completely managing the limitations of their sensory defect."

And since dominants usually hold all the open power and determine how it may be acceptably used, they are convinced that the status quo is not only good for them but for the subordinates, too. And one of the losses involved is that the dominant members are denied an essential part of life--the opportunity for self-understanding through knowing their impact on others. Dominants do not realize that what is at stake is their own humanity.

Let me give you an example: one of the many benefits of living in New York City is the theatre, and in the last year Broadway has been enthralled by three plays. Each of them demand audience empathy with people outside their normal orbit. Each is concerned with an incapacitated hero, someone who is wounded by accident, illness, or birth. The lead character in "Whose Life Is It, Anyway?" is a male sculptor, left permanently paralyzed from an auto accident and can only move his head. (Incidentally, the entire play is being rewritten for a new fall production with Mary Tyler Moore, who said, "Why shouldn't a woman be able to live the same part as a man?") The second one is "The Elephant Man," incredibly hideous, with a head like a giant cauliflower, who is a circus freak, an outcast from society, until a doctor undertakes his rehabilitation, and beckons him to the possibilities for his life. And in Arthur Kopit's "Wings," a former aviatrix has suffered a severe stroke. She can hear, but her speech is disoriented as she attempts to communciate her thoughts.

Each of these people are in the prime of life, and almost mystically, they can see what the rest of their lives will be like. If they cannot alter their predicament, they want to cut their losses. Each of them intends to control their own destiny, even to the point of bringing on death. Maimed or malformed, disfunctioning and helpless, these people are graced with insights into human behavior and consumed by a desire to take charge. If anything, they are sharper, intellectually, than their healthy family and friends, quicker to analyze reasons beyond actions. One might say that these characters are in closer touch with themselves than those who are considered "normal." Stripped to essentials, immobilized with only their thoughts, they achieve a certain self-reliance. They see the boundaries of their lives, and they can clearly perceive the hypocrisies around them, particularly among those who are attempting to be professionally helpful. The characters may seem remote from us, but theatre audiences find that we can relate to them--and relating leads to understanding. They can't go on, but they must go on, and so they do go on, for each of them experiences a pressing urgency to determine their own destiny. And isn't that the desire of all of us? (Mel Gussow, New York Times).

Now I wouldn't want to say that the life and death choices these three heroes make are on a par with yours, as you anticipate your new organization and how comprehensive you are going to be. But you, too, are determining your own destiny indecisions you make here, not only as you chart your organizational future but also as you wrestle personally with your relationship--on one hand, with those whom you are training and deaf people themselves, and on the other hand, with the administrators for whom you work. The line between dominant and subordinate slips and slides, depending on which way you look. But the implications remain. We have a journey before us from subordination to creative equality.

B. Now a second part of our Journey is from individualism to solidarity, from competitive to cooperative relationships.

All of us, especially women, have been socialized from grade school on, in a competive and individualistic style of living and working in a patriarchal culture. For men, at least, understanding life in this win/lose way has been reinforced by team sports with a sense of solidarity in either "the win" or "the loss." But I want to suggest that you must go even beyond that to cooperative, mutually supportive structures and relationships.

You see, this competitive power model is one in which power and achievement is won at the expense of others. How often do you find yourself thinking competitively about another interpreter or another trainer? As you watch an interpreter at work, does there lurk in the back of your mind, "Well, that's not a very good job. I can do better that that"? Are you quick to focus on the interpreter, herself or himself, withdrawing in your mind and judging whether this was the most aesthetically perfect interpetation? Do you forget that for various reasons, you, too, like the interpreter, have worse days than others, when your weary mind or body does not tune you to the finest sensitivities of interpretation? And when you fall into those traps, you have lost sight of what you are about--to be the means of inviting deaf people into the very world that belongs to them.

The truth is that real power and achievement comes not in competing with one another for a psychic space that only one of you can possess, but rather in helping other sisters and brothers (whether they be deaf persons, interpreters whom you are training, or other interpreter trainers like yourselves) to achieve more of theirs. Now I've used the term "power" several times and I don't want to hear anyone protest, "But

I'm not into that; I'm not interested in power." The alternative is being powerless, ineffective, uncontributive. When I speak of power I mean "the capacity to alter consequences, to implement action, and to participate directly in decision making processes in order that the partnership of deaf persons and hearing persons might create a larger world for both you and for them." And if you aren't into that, then you ought not to be in your jobs!

And so you must give as much attention to the process as to final goals. In many ways you are not a cohesive group, either nationally or in your local situation. You're not all "best friends." Your social life isn't primarily with those with whom you work. In fact, some of them you probably wouldn't even choose to work with. But you do, and you have a common task, and that's what draws you together.

One of the terms the women's movement has used is "horizontal violence." I work with predominantly male colleagues. Women in the ministry make up only about 3% of the profession. And we find that so much patriarchal violence has been done to women in predominantly male fields, such as mine, that we engage in it ourselves. Only it's horizontal--it's directed against other women. It comes out in comments to laywomen like, "You're not ordained; you don't really understand." And we are so hungry for approval in our ministries that only the word "stingy" sometimes describes our appreciation of other clergywomen's work. Now what is that to you? In group experiences, does the matter of who gets credit for what only reveals your massive ego needs and longing for reassurance? Are you willing to rejoice when another interpreter receives a responsibility you would like to have had? If you're invited to be an interpreter on a public occasion, are you prepared to suggest others who are more qualified and who could be invited instead? Are you willing to share knowledge that you have or do you keep it to yourself for your own benefit?

There are lots of ways in which you can empower one another. I like the term, "affirm signals," and I try to use such signals often. What shows on your faces when you are watching someone else interpret? Do you stay alert as they seek to communicate ideas and communicate to them a "listening support." And if you are in a speaking group, do you pick up the points made by others of your colleages, reintroducing their perspective into the group discussion? Do you seek to build coalition with others who either are or represent minority persons or positions? And when you disagree with members of a group, who, like you, are minority members--either because of their hearing impairments, their sex, their race, or their positions on the staff, can you do so in a way that affirms them--or have you instead assisted in a divide-and-conquer process? If you are in a situation of conflict between the interpreters and the administration, do you take initiative to work out those differences and concerns before you find yourselves in the group in which interpreters may be pitted against one another?

What I am essentially talking about is the process of empowering one another, so that both of you are able to assume more power in the settings in which you function. When we act on principles which oppose every effort to disempower, and instead seek to empower the largest number of people in the most diverse ways, you know that real achievement is yours. And individualism and competition give way to solidarity and cooperative realtionships.

C. Finally, the third part of our journey is from institutionalism to community. There is creativity in community, when legalisms, restrictions, and rules which govern interchangeable pieces of equipment known as human beings no longer are the "cement" that holds a program together. But rather, a new kind of life together motivates and a new kind of vision sustains your program and all you do together. It's a community which includes deaf people being treated as first-class citizens; it includes interpreters who enjoy working as communication facilitators without indulging in power plays--deliberately with each other or subtly with deaf people; it includes administrators who elicit in-put from all their staff and from the people who are being served; and it includes hearing people who feel that the perceptions of deaf people enrich their own world.

But that will take some doing. Entrenched institutional patterns still operate, and personality structures of individuals who are attracted to your field, often tending toward authoritarian styles, are still present. Cowen's study suggests that such persons, in their fear and anxiety about their own weaknesses and defects, project those attributes onto the deaf person. Their perception of what weakness means personally to them becomes their misunderstanding of what being deaf in a hearing world would mean. In a sense, it is not just the deaf person, but all of us who carry "invisible handicaps."

The real issue is whether we can accept all people's limitations and gifts. Our real authority is in the power of being for others. Authority that is over others, or which sets individuals apart from one another, or at the expense of one another, cannot accomplish it. In the end we need to talk about leadership in a community instead of authority in an institution. We need to talk, as administrators, as trainers, as interpreters, not about those who are dependent on us, but about those who are independent because of us.

It means a struggle with, not a debate against. We need to struggle with sign language and oralism--not pitting one against each other--with mainstreaming and residential schools, with American Sign Language and Signed English systems, in the midst of deaf people and hearing people.

It means recognizing the gifts that all of those elements bring to persons, and recognizing each of their limitations, as well. It means transforming arguments in these schools of thought into a third way, not merely into what goes by the name of "total communication," but which genuinely incorporates them all. It means going beyond differences of opinion to further options and larger perspectives, according to the vision and commitment we have to enabling each person, deaf and hearing alike, to play a role in determining their own destiny.

Advocacy means championing the rights of people, all with basic human needs for acceptance, for a sense of belonging, for care and esteem, and for self-determination. It's your need as an administrator. It's your need as a trainer or interpreter. It's the need of everyone, regardless of how they hear or how they communicate.

We do all of this in our community because we can never lose sight of that invisible person--on our staff, in our agency or school, or in society at large--who is given eloquent expression by the author, Ralph Ellison:

> "I am an invisible man. No, I am not a spook like those who haunted Edgar Allan Poe. I am a man of substance, of flesh and bone, fiber and liquids--and I might even be said to possess a mind. I am invisible, understand, simply because people refuse to see me. Like the bodiless heads you see sometimes in circus sideshows, it is as though I have been surrounded by mirrors of hard, distorting glass. When they approach me, they see only my surroundings, themselves, or figments of their imagination, indeed, everything and anything except me." (Ralph Ellison, The Invisible Man)

REGISTRY OF INTERPRETERS FOR THE DEAF, INC.

CODE OF ETHICS

PREAMBLE:

The Registry of Interpreters for the Deaf, Inc. refers to individuals who may perform one or more of the following services:

Interpret

Spoken English to American Sign Language
American Sign Language to Spoken English

Transliterate

Spoken English to Manually Coded English
Manually Coded English to Spoken English
Spoken English to Paraphrased Non-audible Spoken English

Translate

American Sign Language to Written English
Manually Coded English to Written English
Written English to American Sign Language
Written English to Manually Coded English

Gesticulate/Mine, etc.

Spoken English to Gesture, Mine, Etc.
Gesture, Mime, etc. to Spoken English

The Registry of Interpreters for the Deaf, Inc. has set forth the following principles of ethical behavior to protect and guide the interpreter/transliterator the consumers (hearing and hearing impaired), and the profession, as well as to insure for all, the right to communicate.

This Code of Ethics applies to all members of the Registry of Interpreters for the Deaf, Inc. and all certified non-members.

While these are general guidelines to govern the performance of the interpreter/transliterator generally, it is recognized that there are ever increasing numbers of highly specialized situations that demand specific explanations. It is envisioned that the RID, Inc. will issue appropriate guidelines.

CODE OF ETHICS

1. INTERPRETER/TRANSLITERATORS SHALL KEEP ALL ASSIGNMENT RELATED INFORMATION STRICTLY CONFIDENTIAL.

Guidelines

Interpreter/transliterators shall not reveal information about any assignment, including the fact that the service is being performed.

Even seemingly unimportant information could be damaging in the wrong hands. Therefore, to avoid this possibility, interpreters/transliterators must not say anything about any assignment. In cases where meetings or information becomes a matter of public record, the interpreter/transliterator shall use discretion in discussing such meetings or informaiton.

If a problem arises between the interpreter/transliterator and either person involved in an assignment, the interpreter/transliterator should first discuss it with the person involved. If no solution can be reached, then both should agree on a third person who could advise them.

When training new trainees by the method of sharing actual experiences, the trainers shall not reveal any of the following information:

name, sex, age, etc. of the consumer

day of the week, time of the day, time of the year the situation took place

location, including city, state or agency

other people involved

unnecessary specifics about the situation

It only takes a minimum amount of information to identify the parties involved.

2. INTERPRETERS/TRANSLITERATORS SHALL RENDER THE MESSAGE FAITHFULLY, ALWAYS CONVEYING THE CONTENT AND SPIRIT OF THE SPEAKER, USING LANGUAGE MOST READILY UNDERSTOOD BY THE PERSON(S) WHOM THEY SERVE.

Guidelines

Interpreters/transliterators are not editors and must transmit everything that is said in exactly the same way it was intended. This is especially difficult when the interpreter disagrees with what is being said or feels uncomfortable when profanity is being used. Interpreters/transliterators MUST remember that they are not at all responsible for what is said, only for conveying it accurately. If the interpreter/transliterator's own feelings interfere with rendering the message accurately, he/she shall withdraw from the situation.

While working from Spoken English to Sign or Non-audible Spoken English, the interpreter/transliterator should communicate in the manner most easily understood or preferred by the deaf and hard of hearing person(s), be it American Sign Language, Manually Coded English, fingerspelling, paraphrasing in Non-audible Spoken English, gesturing, drawing, writing, etc. It is important for the interpreter/transliterator and deaf or hard of hearing person(s) to spend some time adjusting to each other's way of communicating prior to the actual assignment. When working from Sign or Non-audible Spoken English, the interpreter/transliterator shall speak the language used by the hearing person in the spoken from, be it English, Spanish, French, etc.

3. INTERPRETERS/TRANSLITERATORS SHALL NOT COUNSEL, ADVISE, OR INTERJECT PERSONAL OPINIONS.

Guidelines

Just as interpreters/transliterators may not omit anything which is said, they may not add anything to the situation, even when they are asked to do so by other parties involved.

An interpreter/transliterator is only present in a given situation because two or more people have difficulty communicating, and thus the interpreter/transliterator's only function is to facilitate communication. He/she shall not become personally involved because in so doing he/she accepts some responsibility for the outcome, which does not rightly belong to the interpreter/transliterator.

4. SERVICE PROVIDERS SHALL ACCEPT ASSIGNMENTS USING DISCRETION WITH REGARD TO SKILL, SETTING, AND THE CONSUMERS INVOLVED.

Guidelines

Interpreters/transliterators shall only accept assignments for which they are qualified. However, when an interpreter/transliterator shortage exists and the only available interpreter/transliterator does not possess the necessary skill for a particular assignment, this situation should be explained to the consumers. If the consumers agree that services are needed regardless of skill level, then the available interpreter/transliterator will have to use his/her best judgement about accepting or rejecting the assignment.

Certain situations may prove uncomfortable for some interpreters/transliterators and clients. Religious, political, racial, sexual differences, etc., can adversely affect the facilitating task. Therefore, an interpreter/transliterator shall not accept assignments which he/she know will involve such situations.

Interpreters/transliterators shall generally refrain from providing services in situations where family members, or close personal or professional relationships may affect impartiality, since it is difficult to mask inner feelings. Under these circumstances, especially in legal settings, the ability to prove oneself unbiased when challenged is lessened. In emergency situations, it is realized that the interpreter/transliterator may have to provide services for family members, friends, or close business associates. However, all parties should be informed that the interpreter/transliterator may not become personally involved in the proceedings.

5. INTERPRETERS/TRANSLITERATORS SHALL REQUEST COMPENSATION FOR SERVICES IN A PROFESSIONAL AND JUDICIOUS MANNER.

Guidelines

Interpreters/transliterators shall be knowledgeable about fees which are appropriate to the profession, and be informed about the current suggested fee schedule of the national organization. A sliding scale of hourly and daily rates has been established for interpreters/transliterators in many areas. To determine the appropriate fee, interpreters/transliterators should know their own level of skill, level of certification, length of experience, nature of the assignment, and the local cost of living index.

There are circumstances when it is appropriate for interpreters/transliterators to provide services without charge. This should be done with discretion, taking care to preserve the self-respect of the consumers. Consumers should not feel that they are recipients of charity. When providing gratis services, care should be taken so that the livelihood of other interpreters/transliterators will be protected. A freelance interpreter/transliterator may depend on this work for a living and therefore must charge for services rendered, while persons with other full-time work may perform the service as a favor without feeling a loss of income.

6. INTERPRETERS/TRANSLITERATORS SHALL FUNCTION IN A MANNER APPROPRIATE TO THE SITUATION.

Guidelines

Interpreters/transliterators shall conduct themselves in such a manner the brings respect to themselves, the consumers, and the national organization. The term "appropriate manner" refers to:

a. Dressing in a manner that is appropriate for skin tone and is not distracting, and

b. Conducting oneself in all phases of an assignment in a manner befitting a professional.

7. INTERPRETERS/TRANSLITERATORS SHALL STRIVE TO FURTHER KNOWLEDGE AND SKILLS THROUGH PARTICIPATION IN WORKSHOPS, PROFESSIONAL MEETINGS, INTERACTION WITH PROFESSIONAL COLLEAGUES AND READING OF CURRENT LITERATURE IN THE FIELD.

8. INTERPRETERS/TRANSLITERATORS, BY VIRTUE OF MEMBERSHIP IN OR CERTIFICATION BY THE RID., INC. SHALL STRIVE TO MAINTAIN HIGH PROFESSIONAL STANDARDS IN COMPLIANCE WITH THE CODE OF ETHICS.

1st revision 7/78
2nd revision 4/79
3rd/final revision 10/79

TEXAS SOCIETY OF INTERPRETERS FOR THE DEAF

CODE OF ETHICS

AN INTERPRETER:

1. Shall guard all confidences entrusted to him/her.
2. Should not counsel, advise, or interject personal opinions while functioning in the role of an interpreter.
3. Shall continually assess his/her own level of proficiency and use discretion in accepting assignments.
4. Should establish his/her fee at the time of employment.
5. Shall use whatever method of communication is most easily understood by the person for whom he/she is interpreting.
6. Shall continually and actively seek evaluation, certification, and additional training.
7. Shall refrain, whenever possible, from interpreting in those instances where family, close relationships, or other considerations may effect impartiality.
8. Shall assist in upholding the use of qualified interpreters.
9. Shall accept the responsibility of maintaining the integrity and improving the competence of the profession to achieve the highest standards.

A grievance procedure shall be established to enforce this Code of Ethics.

Date of Official Adoption: April 3, 1976

Practice Dialogues for Introductions

Ideally, your client(s) should introduce you and explain your role. This happens occassionally but too many times this never happens and you, the interpreter, are an unexplained, unclear presence in the room; be prepared to introduce yourself and explain your function. You might be going to a large meeting and have never met the persons who hired you so a polite, professional introduction is needed.

Hello, I am ______________. I will be interpreting today - everything Mr. Smith signs I will say for you and everything you say I will sign for Mr. Smith. If you have no objections I will stand/sit here so you can communicate easier.

Hello, my name is ______________ and I am the interpreter you requested today. May I please meet the person I will be interpreting for and see the room? Thank you. Mr. Thomas, I am the interpreter that was requested for you. If you will just speak as you normally would I will stand here and sign everything you say for the deaf persons in the audience.

and so on...

Interpreter's Function During Unspecified Times

Informal receptions:	sign at all times, don't stand around and chat, be aware of possible interpreting needs.
Coffee breaks Class breaks -	1) Sign at all times 2) Check with client for needs or changes 3) Other than a personal-break stay close and make client accessible for other people to talk with

Interpreting Etiquette

1. When interpreting, interpret everything that occurs during the situation, i.e., telephone calls, interruptions, outside noise, loudspeakers, etc.

2. When being hired for an interpreting assignment, ask all that is necessary and then make a decision as to whether you will accept the assignment or not.

3. During voice interpreting, if you cannot do the job, remove yourself as discreetly as possible by asking another interpreter to help.

4. Make your own introductions properly, especially if you are not introduced and must introduce yourself--it not only helps to say you are the interpreter but to give a brief explanation of your function.

Etiquette for being in the company of deaf persons

1. Sign at all times; includes signing even when there is a possibility of deaf persons coming and going from a room and signing while on the phone.

2. Remember that deaf persons must look at you to follow your conversation; so when at dinner do not talk constantly.

3. At any large gathering with hearing and deaf people sign at all times; don't be caught talking with a hearing person and "catch up" the deaf person who is standing there.

4. If you are in a room and voice interpreting is occurring, do not holler the right interpretation from your seat. If you can, go to the interpreter and offer assistance.

Suggested Responses for Difficult Situations

1. How to remove yourself before the situation begins.

   "I'm sorry, but at this time I am not yet ready to do this interpreting; let me call the service provider and get you another interpreter."

2. How to convey direct questions to the interpreter to the client.

   "Are you coming into the examining room, too?"

   Interpretation: "Is the interpreter coming into the examing room, too?"

   "Do you know where this street is?"

   Interpretation: "Does the interpreter know where this address is?"

3. How to remove yourself from a situation that you are in but cannot handle.

   "Excuse me, communication is not happening here due to a problem with the interpreter and I would like to remove myself if possible and let you both find another interpreter."

4. How to deal with highly emotional situations.

   As long as communication is taking place you will have to look at your deaf client; nonverbal communication may be happening which you would need to interpret.

Problems and Conflicts for Role-Playing Activities

Taken from NITC Curriculum Outline, adapted by TSTI project staff.

Hypothetical Examples of Confidential Information

Directions: Given one or more of the following examples of information, describe the consequences for you, the interpreter, and the deaf person for not keeping such information confidential.

1. In a mental health setting, you interpret for a couple receiving marriage counseling. In the second session, it comes out that the husband has been having an affair.
2. In a medical setting, you interpret for a 40 year old married woman who has just learned she is pregnant for the first time.
3. In a social work setting, you interpret for a very popular boy receiving counseling because he believes he is a homosexual and wants some help.
4. In a social work setting, you interpret for a boy receiving counseling with hard drug withdrawal treatment. He confides in you that he still smokes marijuana with friends.
5. In a vocational rehabilitation counseling session, you interpret for a young man who is told why he has been turned down for several jobs he's applied for; the potential employers complain the he's always dressed sloppily for the interviews. You know that he comes from a very poor home, and you are also aware of a church program that could assist him.
6. You interpret for a couple applying for a home loan in which their financial status is thoroughly gone over.
7. You interpret in a high school principal's office where a deaf student is asked about cheating on an exam.
8. You interpret for a young woman at a public health center who has a positive V.D. test. She will not say who the sexual partner has been, but you know.

9. In an attorney's office, you interpret for a couple at the reading of a will, wherein they have been left a large sum of money.

10. You interpret for a Roman Catholic couple who are discussing birth control with a social worker.

Note to Instructor: These examples may be put on cards for testing purposes.

Hypothetical Situations in Which Confidentality May Be Threatened

Directions: Given one or more of the following situations, describe what you, as an interpreter, would do.

1. A teacher asks you how well a student for whom you interpreted did on an exam in another subject area.

2. In a post-secondary educational setting, your student client's counselor asks you if you feel the student is capable of advanced training.

3. You interpret for a woman in a doctor's office who is told that she needs major surgery, and she doesn't want her husband to know. That night, her husband calls and demands to know why his wife is so upset.

4. In a social work setting, you interpret for a very popular unmarried high school girl who is pregnant and seeking information regarding an abortion. You know her hearing parents well, and they ask you what is going on in the sessions.

5. You interpret for a deaf woman who is a witness to a robbery and must appear in court to testify. Following the court appearance, a news reporter who wants a "human interest" story to educate the public more about deaf people asks you what exactly your client signed to you. When you hesitate he assures you that anything communicated in a courtroom is "public domain".

6. In between family counseling sessions with a psychologist in which you interpret for a deaf teenaged boy, he confides in you information which would be very helpful for the psychologist to know in order to solve the family's problems.

7. You interpret for a client receiving psychiatric counseling for depression. A very concerned deaf friend of his contacts you and says your client told him he plans to commit suicide. His friend wants to know if any sleeping pills were prescribed by the doctor.

8. Following a job interview at which you interpreted, the applicant's vocational rehabilitation counselor asks you how it went.

Note to Instructor: These situations may be put on cards for testing purposes.

Hypothetical Cases for Faithful Interpretation

Directions: Given one or more of the following cases, describe how you, as an interpreter, would handle it.

1. You are interpreting in a counseling session with a social worker and a pregnant, unmarried deaf person. In detailing her options, the social worker mentions abortion, which you are vehemently against.

2. A deaf client is angry with his vocational rehabilitation counselor because he cannot find a job. He is particularly frustrated since he has a family to support and is greatly in debt. He begins to use vulgar language in a counseling session.

3. You are interpreting in an undergraduate college history class in which the professor is very antiestablishment and continually projects this view to his class. It upsets you that he is not being objective and is using a public university classroom to sway people to his way of thinking. In addition, you observe that the students (including your deaf observer) are accepting what he say as "gospel".

Note to Instructor: These cases may be put on cards for testing purposes.

Hypothetical Situations Calling for an Impartial, Non-judgemental Attitude

Directions: Given one or more of the following situations, describe the possible negative consequences for you, the interpreter, and the deaf person if you do not have an impartial, non-judgemental attitude.

1. A deaf driver and his hearing passenger are involved in an accident. The driver must appear in court and contacts you to interpret for him, telling you about the accident, and how he was not at fault. Later, the passenger calls you and tells you an entirely different account of the accident.

2. While interpreting in an educational setting, your client is habitually late for his first hour class and tends to fall asleep. The instructor tells you he isn't impressed with deaf students if he is any example.

3. You interpret for a person in a vocational rehabilitation session in which the counselor tells him that he should "work harder at lip-reading" so he can get a job.

4. You interpret in a counseling session with a social worker for a single deaf girl who has just given birth to a deaf child. She wants to keep the baby rather than place it for adoption. You know a deaf couple who are hoping to adopt a deaf baby, and you know they would be wonderful parents.

5. You have interpreted for a girl in a vocational rehabilitation session several times. She is told she would do well in assembly line work, but she wants to be a secretary. After several interviews where she is not hired, she is offered a typist's job but is told she'll have to trim her long fingernails. She decides against the job.

Hypothetical Interpreting Situations

Directions: Given one or more of the following situations, indicate if you are capable or not capable for the assignment, state your reasons why, and compare your evaluation with your instructor's.

1. You are called to interpret in a graduate course in psychology for a deaf person having superior language skills.
2. You are asked to interpret in a graduate course in engineering for a deaf person having superior language skills.
3. You are offered a job as an educational interpreter at a junior high school having several "mainstreamed" hearing-impaired students with average to superior language skills.
4. You are called to interpret at a psychiatrist's session for a disturbed client having minimal language skills.
5. You (a female) are asked to interpret in a doctor's office for a man who is considering a vasectomy.
6. A man with cancer asks you to be the interpreter in a medical session where his wife will be told that his cancer is terminal.
7. You are asked to interpret income tax forms to a person with minimal language skills.
8. You are asked by a person with minimal language skills to interpret at a meeting with an insurance representative.
9. You are asked to interpret at a trial in which your client, with average language skill, is to be a witness.
10. You are called to interpret at a wedding for a deaf couple with average language skills.

11. You are called to platform interpret at a chemists' convention for a person with superior language skills.

12. A state congressman's secretary calls and asks you to interpret at a legislative committee meeting regarding the congressman's bill concerning the state school for the deaf. He has asked several deaf people in the community testify.

13. You are aksed to interpret for a person having average language skills in a one-to-one job interview.

14. You are called to interpret for a college student attending a seminar in deaf education.

15. A deaf couple asks you to interpret for them in a group pre-adoption counseling session.

16. You are asked to platform interpret at the Governor's Conference for the Handicapped. The deaf audience will have varied language skills.

17. You are called to interpret orally in an attorney's office for a person declaring bankruptcy.

18. An elderly deaf person who uses only traditional signs asks you to interpret for him in a doctor's office.

19. A deaf couple ask you to interpret at their infant's baptism.

20. A woman you know asks you to interpret at her son's written drivers test.

21. You are aksed to interpret at a weekend retreat/workshop 100 miles away. The workshop topic is Multiply-Handicapped Deaf Persons.

22. A vocational rehabilitation counselor asks you to interpret for a deaf client during several counseling sessions, work assessment, possible training, and job interviews.

23. A woman asks you to be her interpreter when she has a physical.

24. A civil court secretary asks you to interpret for a deaf man who is having his home repossessed.

25. You are asked by a company to platform interpret banquet speakers for a deaf employee's retirement party.

26. You are called to interpret at a depostition for a person having superior language skills, and a very bitter, even hostile, attitude toward hearing persons.

Note to Instructor: These situations may be put on cards for testing purposes.

Descriptions of Interpreter's Role(s)

Directions: Given one or more of the following situations in which your role as an interpreter is described, identify any role conflicts and suggest possible solutions.

1. You are a teacher for high school hearing-impaired students. One of them asks you to interpret for him after school for his driver's test.
2. You help tutor a vocational student for whom you interpret. During class, he does not seem to understand something the instructor is explaining, but he understood it when you explained it during your tutoring session.
3. The high school teacher of a girl for whom you interpret asks you out on a date.
4. You are asked to interpret in a class where a relative of yours is the instructor.
5. You are a part-time interpreter along with being a real estate agent. During an interpreting session, your client tells you that he's looking for a house to buy.
6. A neighbor asks you to interpret for her brother (whom you don't know) in a court hearing.
7. You are a part-time interpreter along with being a nurse in a doctor's office. One day a deaf patient comes to see the doctor, and they have a lot of difficulty understanding each other.
8. Your deaf cousin has emotional problems and is going to a psychiatrist. Your aunt asks you to interpret for your cousin.
9. You are on an outing with some deaf friends when one of them is injured and must be taken to a hospital immediately for treatment. You know your friend requires an interpreter in such a setting, but you have never formally interpreted for her before.

10. You are interpreting for a deaf couple having a pre-adoption counseling session with a social worker. It happens that you have an adopted child and have some useful suggestions, thoughts, and experiences you know would be helpful.

11. Prior to a vocational rehabilitation counseling session, your client tells you he's expecting the counselor to find him a job by the end of the week. This is his first session with the counselor, and you are familiar with the vocational rehabilitation process. How do you respond?

12. You are interpreting in a vocational rehabilitation setting and know there's an opening in your husband's (wife's) company for the type of position the client is seeking.

13. You are asked to interpret at a trial involving a deaf person. You don't realize until you begin interpreting that you know a member of the jury personally.

14. You, a male interpreter, are asked to interpret at a police station for a rape victim. You do not know the victim personally and are very experienced, ethical, RID-certified interpreter.

15. You are a part-time interpreter as well as a free-lance writer. To inform the public about deafness, you consider writing an article about some of your interpreting experiences, leaving out any names, of course.

__Note to Instructor__: These examples may be put on cards for testing purposes.

Unit C: Practical Aspects of Interpreting

A. Topics to Be Covered

1. Linguistic Assessment

    a. RID Terminology Report

2. Position/Environment/Appearance

    a. Neesam and Falberg, "Physical Factors in Interpreting," Interpreting for Deaf People, pp. 11-16.

    b. Lloyd, Glenn. "Problems Associated with Interpreting for the Deaf Person in Large Groups" in Glenn Lloyd, ed. Guidelines for Effective Participation of Deaf Persons in Professional Meetings. Washington, D.C., Dept. of Health, Education, and Welfare, 1971.

    c. Parson, "Human Factors Approach to Simultaneous Interpretation," Language Interpretation and Communication, pp. 315-322.

    d. Interpreting for Deaf People, Chapter IV, pp. 45-104.

3. Compensation

    a. RID Suggested Fee Schedule, RID.
    b. Texas Commission for the Deaf Suggested Fee Schedule, TCD.
    c. Texas Independent School Districts, Texas Education Agency.
    d. Ingram, Robert. "Focus," VIEWS, RID Newsletter; 5:3:3. August, 1979.

4. Technique (Sign and Voice)

    a. Falbert, "Platform Interpreting," Interpreting for the Deaf People, pp. 17-22.

5. Preparation for Work

B. Student Performance Objectives

By the end of this unit, the student will be able to:

A-1 List and define at least two languages and three systems used by/with deaf people.

Identify the factors with which you can make a linguistic pre-assessment of your client(s).

Given a videotape/live demonstration of everyday conversation, make an assessment of the language/system being used and explain.

Given a description of an interpreting situation, describe how to select the langugage level (English) or Language/system (ASL, PSE, MCE).

A-2 Given illustrations of five settings, list specific positioning factors involved in interpreting.

Given descriptions of five room types in which you are expected to interpret, position interpreter(s) and suggest positions for client(s) and or speaker(s).

Describe the ideal lighting conditions for interpreting.

Describe the ideal visual background for interpreting.

Describe the appropriate clothing and makeup for interpreting.

Given descriptions for four settings, arrange the best visual background, select appropriate clothing and makeup, and arrange lighting factors.

Describe four possible auditory distractions in interpreting and techniques for dealing with them.

A-3 List the appropriate resources for determining compensation for services.

List ten expenses that may arise for interpreting jobs.

Role-play one situation where you are asked to donate services.

Role-play the appropriate ways to arrange for payment for services.

According to Internal Revenue Services self-employment requirements, set up a notebook of expenses and income for personal use.

A-4 Describe the appropriate sign space and body positions in the three settings.

Adjust and correct unclear, incorrect, or improperly made signs presented by the instructor with 90% accuracy.

Given illustrations of voices, select appropriate voice qualities and tones.

Using videotape, critique self on sign and voice technique (eye contact, mouth movement).

A-5 List three ways you could be contacted for a job.

List ten questions you could ask before accepting an interpreting assignment.

Describe three to five ways to prepare for an interpreting situation.

In two role-playing situations, introduce yourself and explain your role.

List two ways to know when your job is finished.

C. Suggested learning activities

A-1 Readings, class discussion, role-plays, and videotaped situations.

A-2 Readings, handouts for drawings, on-site visitations of interpreters at work to make notes about what is happening for observation practice only; class discussions.

A-3 Interview employers of interpreters, or interpreters themselves; role-play situations; guest speaker from IRS or a CPA.

A-4 Videotape for self feedback; resource person who can talk about sign technique, guest speaker or instructor for public speaking techniques; sign in front of mirrors.

A-5 Class discussion; interview employers; role-play situations.

D. Resources

Books:

Introduction to Interpreting, Silver Spring: Registry of Interpreters for the Deaf. June, 1980.

Quigley, E., Interpreting for Deaf People. Washington, D.C.: US Govt. Printing Office, 1969.

Gerver, D. and H. W. Sinaiko, eds. Language Interpretation and Communication. New York: Plenum, 1978.

A-1. Linguistic Assessment

It is assumed that the instructor will have a working knowledge of the following and be able to convey the same to the students. The RID Terminology Report will have definitions of the following and other linguistic resources in the bibliography can aid the instructor and student.

Languages

English, Spanish, American Sign Language (ASL)

Systems of English

Manually Coded English (MCE)
Seeing Essential English (SEE)
Signing Exact English (SEE)
Linguistics of Visual English (LOVE)
Cued Speech

Pidgin Language

Pidgin Sign English

Factors in Making a Linguistic Pre-assessment

As an interpreter enters an interpreting situation, assumptions and determinations are made as to the language/system that will be used by the persons involved. This is part of the preparation that interpreters do automatically when entering a situation. Some of the questions to ask one's self are:

Will the language style be technical, colloquial, academic? Will the client(s) use English, PSE, or ASL?

To answer those questions, seek the answers to these questions:

Where am I? What's happened? How old is the client(s)? How are the client(s) dressed?

Based on the answers, interpreters can make some reasonable determinations as to what language/system they will use for interpreting. Some examples below are:

You are hired to interpret a statewide meeting of Regional Superintendents and Texas Education Agency personnel.

> This information can let an interpeter make a reasonable assessment that the clients will be using educational vocabulary at a sophisticated level and mostly in English.

You are called to the police station to interpret and when you arrive your clients are the policemen and a young man about 35 dressed in jeans and an open shirt.

> This information would allow an interpreter to make a reasonable pre-assessment that the young client is a residential school graduate, blue-collar worker, and although has some command of PSE, would be more comfortable in this tense situation with ASL. The policemen would use a technical vocabulary of law enforcement but combined with colloquial English.

Sometimes interpreters make an assessment and the language/system started with is wrong; if so, the client(s) response will let the interpreter know and the language or system can be changed.

With students, you can role-play beginning conversations and let the students decide which language or system to use. You can also use videotape to make students assess at the beginning of the conversation.

A-2. Positions/Environment/Appearance

The following information is a resource for the instructor. The information in this unit is just basic information and general rules for the student. Unique situations will be covered in the modules. The following is a base from which to begin. Do not cover every positioning and environment at this time as the modules are expected to go into specific settings and discuss particular strategies and methods.

Text - Introduction to Interpreting. RID, June, 1980.

Lighting

Geylman (1964) "an artifical light should be placed...in front of and above (the interpreter)...the rays should strike under less than 45 degrees."

Lights must be positioned so as to illuminate the interpreter yet not create shadows on face, neck, and body of interpreter. Avoid strong glare and shadows; avoid unshaded windows. Movies, slide shows, and other visual aids in a darkened room - the interpreter can be illuminated by a soft light.

Visual Background

Use warm, dark colors behind the interpreter with a solid pattern. For banquets and large meetings, use a background screen with warm colors and solid pattern on it.

Clothing and Makeup

Wear warm, solid colors - browns, navy blue, maroon, etc.
Type of dress depends on situation - formal, everyday
In many situations and settings, the use of an interpreting smock or jacket is appropriate.
Makeup: lipstick, not bright; facial makeup, not overdone; no fingernail polish.
Jewelry: simple rings, preferrably one; earrings that are not obtrusive; and perhaps a simple necklace.

Videotaping

Peterson, Paul. "The Influence of Horizontal Camera Angle on the Understanding of Televised Sign Language," Interpreting Potpourri: A Focus on a Variety of Interpreting Skills, Proceedings of the 1978 RID Convention. Rochester, New York. RID: Maryland, 1978. pp. 41-49.

Positions for Placement

Symbols for diagrams:

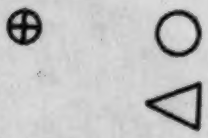
Deaf ⊕

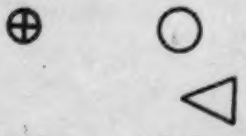
Hearing ○

Interpreter ▽

1. One-to-one

As much as possible, stand/sit near the hearing client so that the deaf client can see you and look when possible at the hearing client.





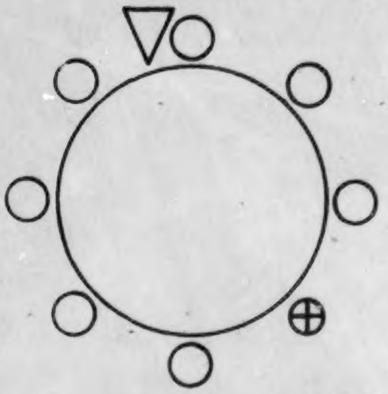
Sitting slightly behind the hearing client encourages more direct communication between the two persons involved.

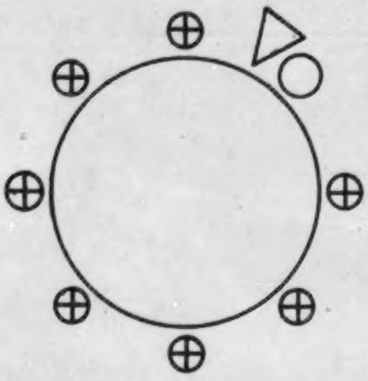
2. Small group

a. round table

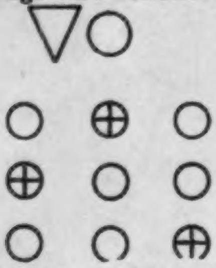
(1) If all are hearing and one deaf person, sit with the chairman/leader of the group. If many of the hearing persons can sign for themselves, sit with the hearing persons who cannot sign for themselves but remain in good visual contact with the deaf person.

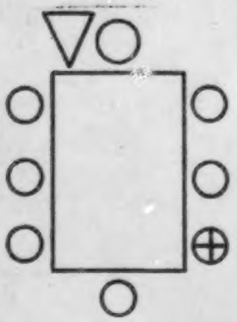
(2) If all are deaf and one hearing person, sit with the hearing person.





b. meetings and seminars

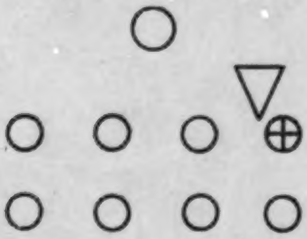


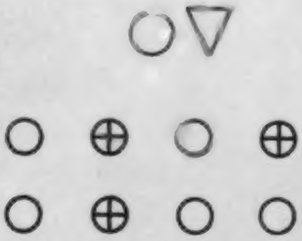


c. classroom

(1) if one deaf person, interpreter sits so that deaf person can see the interpreter and the instructor in one visual intake.

(2) if several deaf persons, stand near the instructor.



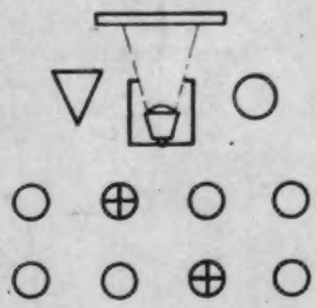


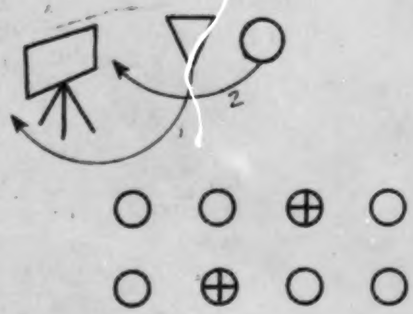
Use of Visual Aids

a. overhead projector

b. charts

(1) a general rule is to put the audio/visual aid between the interpreter and the speaker.





3. Large Groups

   a. if one to three persons are the minority of this group, stay with them and as approached for conversation, move into a one-to-one type positioning;

   b. large audience - stand near speaker with appropriate lighting and perhaps elevation; if mostly a hearing audience and a very small group of deaf people make prior seating arrangements and stand/sit near the group in line with the speaker; and

   c. special considerations

      1) panel

         Have one to two interpreters on either side of panel; have two interpreters on front row of audience for sign interpreting and voice interpreting.

      2) question and answer

         With small panel have interpreter facing audience for sign interpreting questions and one facing panelists for voice interpreting.

      3) banquets

         Have an interpreter for the main speaker and if necessary two interpreters on either side of main table; have interpreter(s) facing the main table for interpreting for the main table. If the audience is very large, have interpreters on risers scattered throughout the room or halfway back on a stand, have two interpreters facing different ways in the room.

      4) receptions or gatherings

         Have interpreters to cover bars, reception lines, front door, and at food lines; interpreters should be clearly identified by name tags that have interpreter in bold letters; others perhaps can walk around the room to be available; and if guest of honor, an interpreter stays with that person.

Auditory Distractions

If auditory distractions disrupt and interrupt the situation, interpret what is being heard and reactions to it. For example, you are in an office and the person outside yells a question through the door, it interrupts the hearing client in most cases and therefore the interruption and response should be interpreted.

If auditory distractions are preventing you from hearing; as unobtrusively as possible, move so that you can hear.

If the situation does not allow you to move, interpret the mumbling or noise or whatever is noisy so that the deaf person will know and can ask the speaker to speak up or ask that the interpreter be moved.

Visual distractions have to be ignored; you should be able to see the difference between signing that is among the audience and when a direct question is being asked.

COMPENSATION

A-3. Resources for Determing Fee Scales

National: the RID Revised Fee Schedule, 1973

State: Texas Commission for the Deaf Recommended Fee Schedule
Texas Rehabilitation Commission
ISD's and Post-Secondary Programs

Local: Individual Interpreters
Local economic conditions

Expenses

meals
gas
shoes
overnight lodging
clothing
transportation
personal record keeping
child care

Donate Services

1. If real need exists, you do donate services.

2. Make a compromise arrangement with individual or group and charge less than your regular fee.

3. Politely explain you are a professional and there are fees for your services based on certification and abilities.

Ways to Arrange for Payment

1. Questions: Who is paying?
How much am I earning?
When will I be paid?
How will I be paid?
How often will I be paid?

When contacted for a job, during the interview or discussion of an assignment, it is appropriate to ask the above questions. Be polite and professional.

IRS

Contact one of their personnel to come and give a talk on self-employment status and personal record keeping. Also, contact Certified Public Accountant for same talk.

A-4. Technique (Sign and Voice)

This section is to correct or improve basic sign technique and voice quality.

1. Sign

   Are signs clear and correct?

   Is body space being used properly?

   Are signs too large or too small?

   Is sign space appropriate for audience (large for platform and smaller for few people)?

   Are signs properly begun and ended?

   Is fingerspelling clear, fluent, and not too fast?

2. Voice

   Is voice well modulated? Too soft? Too low?

   Are words clearly enunciated? Are accents or dialects interfering with clear understanding?

   It is recommended to bring in an expert on public speaking for coaching on raising voice, putting expression in voice, phrasing correctly, rhythm, and other voicing qualities.

A-5. Preparations for Work

Contacts for jobs

1. Personal contact
2. Service provider
3. Individual agencies (private, state, local, federal)

Questions to Be Asked Before Acceptance

1. Who are the participants/who needs the interpreter?
2. What is happening (medical, legal, educational, banquet, etc.)?
3. When (date, time)?
4. Where (place)?
5. Size of meeting (setting)?
6. Clothing for situation (formal, informal)?
7. Payment: who, when, how much, how paid?
8. Interpreting/Transliterating?
9. If interpreting, voice to sign, sign to voice, both?
10. How long?
11. Other interpreters available? (for trade-off interpreting)
12. Arrangements for lighting, background, positions
13. Specialized vocabulary

Ways to Prepare for Work

1. Meet client(s) beforehand.
2. Locate place (map).
3. Review vocabulary.
4. Go to place and check out lights and background.
5. Determine position.
6. Advance copy of speech, script.
7. Check for appropriate signs or devise ideographic signs.

Unit D: The Interpreting Process

A. Topics to be Covered

1. The Process

   a. Ingram, "A Communication Model of the Interpreting Process," JRD, 7, 1974, pp. 3-9.
   b. Seleskovitch, Interpreting for International Conferences, pp. 1-57.
   c. Moser, "Simultaneous Interpretation: A Hypothetical Model and Its Practical Application," Language, Interpretation and Communication, pp. 353-368.

2. Meaning and Equivalence

   a. Nida, "An Introduction to the Nature of Meaning," Toward a Science of Translating, pp. 30-56.
   b. Casagrande, "The Ends of Translation," International Journal of American Linguistics, 1954, 20, pp. 335-340.

3. Problems of Equivalence between ASL and English

   a. Huff, "Interpreting Idiomatic Expressions," Interpreting for Deaf People, pp. 29-36.
   b. Seleskovitch, Interpreting for International Conferences, Chapter III, pp. 61-96.

4. Special Considerations in Transliterating

   a. Scouten, "Fingerspelling as an Interpretative Medium," Interpreting for Deaf People, pp. 23-24.
   b. Solow, "American Sign Language (ASL) Techniques in Interpreting/Translating," Interpreting Potpourri, pp. 144-148.

5. Interpreting for Persons with Special Communicative Needs

   a. Thompson, "Interpreting for the Orally Oriented Deaf Person," Interpreting for Deaf People, pp. 25-28.
   b. Smith, "Interpreting for Deaf Persons with Severely Restricted Language Skills," Interpreting for Deaf People, pp. 37-44.

6. Interpreting and Transliterating Techniques

   a. Seleskovitch, Interpreting for International Conferences, Chapter IV, pp. 97-118.

b. Student Performance Objectives

By the end of this unit, the student will be able to:

A-1 Given a communication model, explain the diagram and its meaning.

A-2 Participate in a class discussion of the readings, provide written critique of two.

A-3 Provide an accurate equivalence from ASL to English and from English to ASL 80% of the time for a list of phrases provided by the teacher.

A-4 Participate in a class discussion of the readings; later demonstrating an applied understanding of the readings throughout the course, provide written critique of one reading.

A-5 Define and explain the special communicative needs of two of the persons discussed.

A-6 Participate in a class discussion of the readings.

C. Suggested Learning Activities

As this unit is meant to be theoretical in nature, most likely the activities will center around lecture, class discussion, guest lectures, and demonstrations with diagrams and languages. On-site visits to observe interpreters and attendance at workshops and meetings would be instructive activities at this time; provide observation sheets with specific instructions.

D. Resources

Persons: Guest speakers from foreign language interpreting, linguistic study of any language, preferably English, or ASL, or trainers or interpreters who have studied the above readings.

Books: Selskovitch, Danica. Interpreting for International Conferences, Pen and Booth: Washington, D.C. 1978.

Gerver, D. and H. W. Sinaiko. Language, Interpretation and Communication, Plenum Press: New York, N.Y., 1978.

Quigley, E. Interpreting for Deaf People, Washington, D.C.: U.S. Govt. Printing Office, 1969.

Articles: Lawendowski, Boguslaw. "On Semiotic Aspects of Translation," Sight, Sound, and Sense by Thomas Sebeok. Indiana Press: Bloomington, Indiana, 1978.

Publications: Interpreting Potpourri: A Focus on a Variety of Interpreting Skills, Proceedings of the 1978 RID Convention, Rochester, New York, 1978.

Unit E: The Mechanics of Interpreting

A. Topics to be Covered

1. Sign while listening
2. Watch while speaking

B. Student Performance Objectives

The objective of this unit is to teach the mechanical skills involved in interpreting. The instructor must use materials that do not require comprehension or where the comprehension is accomplished and everyone understands what the materials say. The focus is on the mechanics of signing while listening and watching while speaking.

By the end of this unit, the student will be able to:

A-1 Sign auditory information or messages simultaneously.

A-2 Speak visual information or messages simultaneously.

C. Student Learning Activities

A-1 Choose auditory material that the student is very familiar with, such as nursery rhymes, the Pledge of Allegiance, or simple sentences or dialogues. If dialogue is used that the student has not heard before then allow the students to hear the material over and over until it becomes very familiar. As a group or as a teacher and student agree on the meaning of what is being said and how to say it, now have the students sign what they hear.

Various exercises can also be done to clarify some of the grammatical features of American Sign Language. Use of recent sign language teaching material will aid in finding exercises for interpreting. For example, the pointing skills with pronouns, use audio tapes and have practice sentences that are very simple. Example:

"he and I" or "you and me" or "you and her" or "me and you"

Increase the difficulty of the exercise, still maintaining the practive of pointing for pronouns, it is not necessary to sign other words in the sentences and is not the skill that is being practiced. Example:

"He told me that she is crazy." (only the underlined words are to be expressed)

Now combine the pointing with ASL (everything that ASL would include and not include) and continue the exercise. Example:

"He told me that his hat fell off but I thought her hat fell off."

Now choose other grammatical aspects of ASL to exercise the skill of signing while listening.

A-2 Choose visual material that the student is familiar with or can easily become familiar with, such as, silent films, videotapes of nursery rhymes, or simple dialogues. If using dialogues the students have not seen before, allow the material to be seen over and over until the information is clear, everyone agrees on the meaning and how to say it. Now have the students speak what they see.

A beginning exercise is to use silent films; have students watch a silent movie, Charlie Chaplin, Valentino, Perils of Pauline, etc.. Have everyone agree on what has happened in the film and some of the dialogue to go with it. Watch that voice expression also matches what is happening. You can divide the roles among the students. Now play the film again and have people voice during the film.

Another exercise is to have a videotape of a simple nursery rhyme. "Mary had a little lamb". Have students understand before they watch or show them one taping of "Mary had a little lamb" so that everyone knows what is being said. Now have 10 or 12 different styles or techniques of signing the same rhyme and have students match the quality or style with their voices. You can sign the rhyme very sadly, uptight, with an "English Accent", morosely, tightly, loosely, etc.. Do the first rhyme or two in PSE. Now do the rhyme with ASL and the styles of different deaf people who use ASL. (This is because deaf people do not sign with an English accent! But they do sign with their own style and regional differences.) Again, the style, technique and quality must show variation with tonal quality and pauses.

Now use a simple dialogue; again, let eveyone see the dialogue and agree on what is being said and what is meant. As the students voice these dialogues record the students on audio tap for playback. During playback, remember to find something good and then critique or end your critique with some praise. The critique can be done privately with the instructor or as a group. Again, the voice quality is the focus, not the comprehension of the material.

D. Resources

Books: Bellugi, U. and E. Klima. The Signs of Language. Harvard University Press, 1979.

Baker, Charlotte and Dennis Cokely. American Sign Language: A Teacher's Resource Text on Curriculum, Methods, and American Sign Language: A Teacher's Resource Text on Grammar and Culture. T. J. Publisher's, Maryland, 1980.

APPENDIX M

Curriculum Course Syllabi

APPENDIX M: Curriculum Course Syllabi

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English and American Sign Language Linguistics for Interpreters	209
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COURSE: Knowledge of Deafness

This course is selected from the National Interpreter Training Consortium Curriculum Guide (unpublished) including minor adaptations and revisions by the ITCD staff.

Goal: The student will become knowledgeable about deafness.

Terminal Objectives:

The student will--

4.0.1 demonstrate knowledge of terminology, definitions, and communication forms of the deaf.

4.0.2 demonstrate knowledge of the types of communication problems resulting from deafness.

4.0.3 demonstrate knowledge of the psycho-social aspects of deafness.

4.0.4 demonstrate knowledge of the education of the deaf, past, present, and future.

4.0.5 demonstrate knowledge and awareness of deaf persons' organizations, publications, and community resources.

4.0.6 demonstrate knowledge of deaf persons' past, present, and future occupational trends.

4.0.7 demonstrate knowledge of the causes and physiological aspects of deafness.

4.0.8 demonstrate knowledge of the incidence and prevalence of deafness.

4.0.9 demonstrate knowledge of multiply handicapped deaf persons and causes, physiological aspects, and additional handicaps.

4.0.10 demonstrate knowledge of the needs and trends in vocational training and post-secondary opportunities for deaf persons.

4.0.11 demonstrate knowledge of rehabilitation services for deaf persons.

4.0.12 demonstrate knowledge of federal, state, and local legislation affecting deaf persons.

AREA: Knowledge of Deafness

GOAL and/or SUB-GOAL: The student will become knowledgeable about deafness.

TERMINAL OBJECTIVE: The student will demonstrate knowledge of the various communication forms used by deaf persons.

Sub-Objectives and/or Evaluation Items

1. Given an audio-video tape of persons demonstrating the following expressive forms of communication, the student will identify verbally/writing each of these various forms: Ameslan, fingerspelling, gestures, SEE_1, SEE_2, Signed English, LOVE, cued speech, and PSE. If the standardized audio-video tape is not available, live examples can be used.

2. The student will demonstrate the ability to use a TTY by making three calls and receiving answers to questions he/she initiates during each call.

3. The student will list at least three receptive and three expressive communication forms used by deaf persons.

4. The student will complete 25 True/False items concerning various forms of sign language. The resources used include Bellugi and Fischer, pp. 173-200; Bornstein (Signed English...), pp. 330-343; Bragg, pp. 672-674; Gustason, et.al., pp. 5-6; Mayberry, pp. 223-238; and Schowe, pp. 3-4.

5. The student will write a history of the development and use of sign systems and fingerspelling. Suggested resources include Babbini, pp. 1-4; Bender; Bornstein (A Description...), pp. 454-463; Bowe, pp. 7-9; Bragg, pp. 672-674; Burnes, pp. 7-11; Cokely and Gawlik, pp. 5-6; Cutting and Kavanagh, Moores (Nonvocal systems...); Ramger, pp. 12-18; Second Contribution to the International Dictionary of the Language of Signs: Conference terminology; Schowe, pp. 3-4; Siger, pp. 11-28; Stokoe; Tomkins.

6. The student will discuss the role of speechreading in the communication of deaf persons. Suggested resources include Farwell, pp. 19-30, and Richardson.

7. The student will discuss cued speech and its implications for deaf persons. Suggested resources include Cornett, pp. 26-34; Moores (Cued Speech...), pp. 23-33; and Porter, pp. 80-83.

8. From Comprehensive Bibliography, Tom Federlin, student will select article on history of ASL and sign a ten-minute summary of the information presented.

Activities

Demonstration by instructor or others of various communication forms, including gestures, Ameslan, fingerspelling, SEE_1, SEE_2, Signed English, LOVE, speech reading, cued speech, and PSE.

Lecture by authority in history of the development and use of sign systems, fingerspelling, and ASL.

Demonstration and practice with TTY.

Students read literature on various sign systems, cued speech, TTY, speechreading, and history of signing listed under resources.

Resources and Materials

Anthony, David. Seeing Essential ENGLISH. Greeley: University of Northern Colorado, 1971.

Babbini, B. E. Manual Communication, A Course of Study Outline for Instructors. Urbana, Illinois: University of Illinois Press, pp. 93-96.

Bellefleur, P. A. TTY Communication: Its History and Future. Volta Review, 1976, 78(4), pp. 107-112.

Bellugi, U. and Fischer, S. A Comparison of Sign Language and Spoken Language. Cognition, 1972, 1, pp. 173-200.

Bender, R. E. The Conquest of Deafness. Cleveland: The Press of Case Western Reserve University, 1970.

Bragg, B. Ameslish-Our American Heritage a Testimony, American Annals of the Deaf, 1973, 118, pp. 672-674.

Bornstein, H. Signed English: A Manual Approach to English Language Development. Journal of Speech and Hearing Disorders, 1974, 39, pp. 330-343.

Bowe, F. Sign Language: Glenn Lloyd, Martin Sternberg, Carol Tipton. Deaf American. 1974, 26(8), pp. 7-9.

Burnes, B. B. History of the Education of the Deaf to 1815. In Irving S. Fusfeld (ed.) A Handbook of Readings in Education of the Deaf and Post-school Implications. Springfield, Illinois: Charles C. Thomas, 1967, pp. 7-11.

Cokely, D. R. and Gawlik, R. Options II: Childrenese as Pidgin. Deaf American, 1974, 26(8), pp. 5-6.

Cornett, R. O. Cued Speech and Oralism: An Analysis. Audiology and Hearing Education, 1975, 1(1), pp. 26-34.

Cutting, J. E. and Kavanagh, J. F. On the Relationship of Speech to Language. National Institutes of Health Growth and Development Branch, 1975.

Resources and Materials (cont'd.)

Farwell, R. M. Speech Reading: A Research Review. American Annals of the Deaf, 1976, 121, pp. 19-30.

Federlin, Tom. Comprehensive Bibliography on ASL: A Resource Manual. New York. 1979.

Gustason, F., Pfetzing, D., and Zawolkow, E. The Rationale of Signing Exact English. Deaf American, 1974, 27(1), pp. 5-6.

Lane, Harlan. "Notes of a Psycho-History of Sign Language," Deaf American. 30:1 (1977), pp. 3-7.

Mayberry, R. "If a Chimp Can Learn Sign Language, Surely My Nonverbal Client Can Too." Asha, 1976, 18, pp. 223-228.

McClure, W. J. The Revival of the Rochester Method. In Irving S. Fusfeld (ed.) A Handbook of Readings in Education of the Deaf and Postschool Implications. Springfield, Illinois: Charles C. Thomas, 1967.

Moores, D. F. Cued Speech: Some Practical and Theoretical Considerations. American Annals of the Deaf, 1969, 114, pp. 23-33.

Moores, D. F. Non-Vocal Systems of Verbal Behavior. Paper Prepared for the Conference on Language Intervention with the Mentally Retarded, June 1973.

Porter, V. C. Cued Speech, In Loraine J. DiPiertro (Ed.), Proceedings the First Convention of the Registry of Interpreters for the Deaf. Delavan, Wisconsin: Wisconsin School for the Deaf, 1970, pp. 80-83.

Ramger, H. Historical Survey of Education of the Deaf in the United States. In Irving S. Fusfeld (Ed.), A Handbook of Readings in Education of the Deaf and Postschool Implications. Springfield, Illinois: Charles C. Thomas, 1967, pp. 12-18.

Richardson, J. A Review of Four Methods of Lipreading. Editorial Office of the Volta Review, January, 1968.

Schowe, B. M. What is the True Sign Language? Deaf American, 1975, 23(1), pp. 3-4.

Second Contribution to the International Dictionary of the Language of Signs: Conference Terminology. World Federation of the Deaf. Rome, 1971.

Siger, L. Gestures, the Language of Signs, and Human Communication. American Annals of the Deaf, 1968, 113(1), pp. 11-28.

Stokoe, W. C., Jr. Sign Language Structure: An Outline of the Visual Communication System of the Deaf. Studies in Linguistics, Occasional Paper 8. Buffalo, New York: University of Buffalo, 1960.

Resources and Materials (cont'd.)

Tomkins, W. Indian Sign Language. New York: Dover Publications, 1969.

Zawolkow, E. Seeing Essential English. In Loraine J. DiPietro (Ed.), Proceedings the First Convention of the Registry of Interpreters for the Deaf. Delavan, Wisconsin: Wisconsin School for the Deaf.

Bornstein, H. A Description of Some Current Sign Systems Designed to Represent English, American Annals of the Deaf. 1973, 118, pp. 454-463.

Across the Silence Barrier: Nova, PBS. 1977.

4.0.1
S.O. #4

Current Forms of Sign Language

25 True/False Items

Directions: Place a "T" in the blank space before the statement if the statement is true and an "F" in the blank space if the statement is false.

(The items are based on the following: 1) Bellugi, Ursula and Fischer, Susan. A Comparison of Sign Language and Spoken Language. Cognition, 1972, 1, pp. 173-200. 2) Bornstein, Harry. Signed English: A Manual Approach to English Language Development. Journal of Speech and Hearing Disorders, 1974, 39, pp. 330-343. 3) Bragg, Bernard. Ameslish - Our American Heritage a Testimony. American Annals of the Deaf, 1973, 118, pp. 672-674. 4) Gustason, Gerilee, Pfetzing, Donna, and Zawolkow, Esther. The Rationale of Signing Exact English. Deaf American, 1974, 27(1), pp. 5-6. 5) Mayberry, Rachel. If a Chimp Can Learn Sign Language, Surely My Nonverbal Client Can Too. Asha, 1976, 18, pp. 223-228. 6) Schowe, Ben M. What is the True Sign Language? Deaf American, 1975, 28(1), pp. 3-4.

_____ 1. Bellugi and Fischer found that the rate of articulation for words was about the same as the rate of articulation for signs when the two languages are produced separately.

_____ 2. Bellugi and Fischer found that the rates for producing prepositions were vastly different for signing and speaking.

_____ 3. Bellugi and Fischer say there seems to be a strong tendency to condense messages in sign language.

_____ 4. In Bornstein's signed English system, the signs are semantic signals.

_____ 5. In Bornstein's signed English system, sign words represent the meaning of structural changes in English word form.

_____ 6. In Bornstein's signed English system, sign markers rarely have ideographic characteristics.

_____ 7. Bragg's Ameslish is a combination of Ameslan and English.

_____ 8. Bragg says that high verbal deaf use more English than Ameslan and low verbal deaf use Ameslan more than English.

_____ 9. Bragg maintains that Ameslan by itself will overcome the communication barrier between those who can hear and those who cannot hear.

_____10. Bragg says that Ameslish is more restrictive and exclusive than other sign systems.

_____11. Gustason maintains that deaf children can be taught both Ameslan and English.

_____12. Gustason maintains that hearing parents of a deaf baby should learn Ameslan first.

_____13. Gustason says that the new sign systems are eliminating fingerspelling.

_____14. According to Mayberry, the terms signed English, manual English, visual English, and siglish are interchangably used to refer to the use of American Sign Language in English word order.

_____15. LOVE uses no pronouns, articles, tense markers, or auxiliaries, but follows English word order, according to Mayberry.

_____16. Mayberry says that the system of Signed English uses vocabulary directly from American Sign Language without alteration.

_____17. Mayberry says that, in SEE_2, pronouns, articles, tense markers, auxiliaries, and word order are nearly identical to those used in SEE_1.

_____18. Mayberry says that the major difference between SEE_1 and SEE_2 is that SEE_2 makes more semantic boundary alterations of American Sign Language vocabulary.

_____19. Mayberry says that the greatest difference between American Sign Language and SEE_1 is syntax.

_____20. Mayberry says that there is no universal sign language.

_____21. Mayberry says that LOVE uses few American Sign Language signs.

_____22. On a hypothetical syntactic and semantic continium between English and American Sign Language, SEE_1 is closer to English, Signed English is closer to American Sign Language, SEE_2 is between the two, and the terms signed English, manual English, visual English, and siglish would fall anywhere between American Sign Language and English.

_____23. Schowe says that American Sign Language is the one true gesture language.

_____24. According to Schowe, all signers of American Sign Language omit the "colorless" words.

_____25. According to Schowe, a true sign language is an established code of logical gestures to convey ideas.

Answers

1. F
2. F
3. T
4. T
5. F
6. T
7. T
8. T
9. F
10. F
11. T
12. F
13. F
14. T
15. F
16. T
17. T
18. F
19. T
20. T
21. F
22. T
23. F
24. T
25. T

AREA: Knowledge of Deafness

GOAL and/or SUB-GOAL: The student will become knowledgeable about deafness.

TERMINAL OBJECTIVE: The student will demonstrate knowledge of the types of communication problems resulting from deafness.

Sub-Objectives and/or Evaluation Items

1. Given a list of communication skills, comment briefly about the effects of deafness on them.
2. The student will complete 20 True/False items concerning the speech characteristics of deaf persons. The resource used is Nickerson, pp. 342-362.
3. The student will write an essay regarding the communication problems resulting from deafness. Suggested resources include Cutting and Kavanagh; Fusfeld, pp. 129-157; Jacobs, pp. 3-16; Mow, pp. 20-30; Nickerson, pp. 342-362; and Schreiber, pp. 31-35.

Activities

Deaf adults talk to the class about the types of communication problems they face as a result of deafness (videotaped).

Students read Fusfeld, pp. 129-157; Jacobs, pp.3-16; Mow, pp. 20-30; Nickerson, pp. 342-362; and Schreiber, pp. 31-35.

Resources and Materials

Austin, Gary. Bibliography on Deafness. Washington, D.C.: NAD, 1976.

Cutting, J. E. and Kavanagh, J. F. On the Relationship of Speech to Language. National Institute of Health, Growth and Development Branch, 1975.

Fusfeld, I. S. (Ed.), A Handbook of Readings in Education of the Deaf and Post-School Implications. Springfield, Illinois: Charles C. Thomas, 1967, pp. 129-157.

Jacobs, L. M. A Deaf Adult Speaks Out. Washington, D.C.: Gallaudet College Press, 1974, pp. 3-16.

Mow, S. How Do You Dance Without Music? In Douglas Watson (Ed.), Readings on Deafness. New York: Deafness Research and Training Center, New York University School of Education, 1973, pp. 20-30.

Resources and Materials (cont'd.)

Nickerson, R. S. Characteristics of the Speech of Deaf Persons. Volta Review, 1975, 77, pp. 342-362.

Schreiber, F. C. The Meaning of Deafness. In Douglas Watson (Ed.), Readings on Deafness. New York: Deafness Research and Training Center, New York University School of Education, 1973, pp. 31-35.

Spradley, Thomas, Deaf Like Me. 1979.

Communication Skills

Directions: Comment briefly about the effect of deafness on the following communication skills. Use information from class lectures as well as information from readings.

Receptive Skills

speechreading

listening

reading written material

reading sign language

Expressive Skills

speaking

writing

signing

body language and gestures

Speech Characteristics of Deaf Persons

20 True/False Items

Directions: Place a "T" in the blank space before the statement if the statement is true and a "F" in the blank space if the statement is false.

(All of the items are based on Nickerson, Raymond S. Characteristics of the Speech of Deaf Persons. Volta Review, 1975, 77, pp. 342-362.)

_____ 1. Deaf persons tend to speak much faster than hearing persons.

_____ 2. Deaf speakers tend to insert fewer pauses and pauses of shorter duration than hearing speakers.

_____ 3. Deaf speakers tend to fail to make the difference between the durations of stressed and unstressed syllables sufficiently large.

_____ 4. Deaf speakers tend to insert pauses at inappropriate places, such as within phrases.

_____ 5. Studies have shown that the speech of individuals with a profound hearing loss at birth or shortly thereafter tends to differ in some specific ways from the speech of people with normal hearing.

_____ 6. The five areas of speech including timing and rhythm, pitch and intonation, velar control, articulation, and voice quality were analyzed because they are independent of each other.

_____ 7. Deaf persons tend to have problems distinguishing between voiced and voiceless consonants.

_____ 8. Deaf persons speech tends to have good rhythm.

_____ 9. Deaf speakers tend to have appropriate pitch levels.

_____ 10. Deaf speakers tend to have monotone voices.

_____ 11. Deaf speakers tend to expel more breath while speaking than do hearing persons.

_____ 12. Deaf persons have problems controlling the velum, which results in either hyponasality or hypernasality.

_____ 13. Deaf persons tend to have no difficulty with vowel sounds.

_____ 14. Deaf persons tend to have more problems with consonants articulated with the tongue than with the lips.

_____15. Deaf persons tend to articulate the last sound in a word better than the first or middle sounds.

_____16. The spontaneous development of sounds by deaf children does not continue much beyond one year.

_____17. Recent findings indicate the deaf infants under one year of age do not differ from hearing infants under one year of age in their spontaneous vocalizing and babbling.

_____18. Deaf speakers' problems with volume may include voicing that is too soft or too loud.

_____19. The voice quality of deaf speakers does not differ noticeably from hearing speakers.

_____20. The importance of voice quality for intelligibility has not been determined.

Answers

1. F
2. F
3. T
4. T
5. T
6. F
7. T
8. F
9. T
10. T
11. T
12. T
13. F
14. F
15. F
16. T
17. F
18. T
19. F
20. T

AREA: Knowledge of Deafness

GOAL and/or SUB-GOAL: The student will become knowledgeable about deafness.

TERMINAL OBJECTIVE: The student will demonstrate knowledge of the psycho-social aspects of deafness.

Sub-Objectives and/or Evaluation Items

1. The student will select three essay questions on aspects of life of an adult, teenager, and child, and write a two-three page essay on each (Appendix A). Use resources listed.
2. The student will discuss verbally/writing the implications of the psycho-social aspects of deafness for interpreters using Crittenden, pp. 19-23, and other resources listed under resources and materials.

Activities

Deaf persons and family members of deaf persons speak to the class on the psycho-social aspect of deafness in their lives (videotaped).

Counselor for deaf persons speaks to the class on psycho-social aspects of deafness in their experience with clients.

Skits or role-playing to provide idea of actual situations: e.g., deaf persons working with all hearing persons, going to break alone.

Panel comprised of deaf person having deaf parents, deaf person having hearing parents who could sign, deaf person having hearing parents who could not sign; discussion of the psycho-social aspects of their family lives.

Students read and discuss literature listed under resources.

Discussion covering concept of deaf persons comprising a minority group rather than a disability group; preference for other deaf people socially; deaf pride.

Resources and Materials

Altshuler, K. Z. The Social and Psychological Development of the Deaf Child: Problems, Their Treatment and Prevention. American Annals of the Deaf, 1974, 119, pp. 365-376.

Bowe, F. Crises of the Deaf Child and His Family. In Douglas Watson (Ed.), Reading on Deafness. New York: Deafness Research and Training Center, School of Education, 1973, pp. 38-45.

Crittenden, J. S. Psychology of Deafness: Some Implications for the Interpreter. Journal of Rehabilitation of Deaf, 1974, 8(4), pp. 19-23.

Resources and Materials (cont'd.)

Freeman, R. D., Malkin, S. F., and Hastings, J. O. Psycho-social Problems of Deaf Children and Their Families: a Comparative Study. *American Annals of the Deaf*, 1975, *120*, pp. 391-405.

Greenberg, J. *In This Sign*. New York: Holt, Rinehart and Winston, 1970.

Jacobs, L. J. *A Deaf Adult Speaks Out*. Washington, D.C.: Gallaudet College Press, 1974, pp. 17-29, 55-79.

Kennedy, A. E. C. The Effects of Deafness on Personality, *Journal of Rehabilitation of the Deaf*. 1973, *6*(3), pp. 22-33.

Meadow, K. P. Personality and Social Development of Deaf Persons. *Journal of Rehabilitation of the Deaf*, 1976, *9*(3), pp. 1-12.

Mindel, E. D. and Vernon, M. *They Grow in Silence*. Silver Spring, Maryland: National Association of the Deaf. 1971, pp. 7-24.

Moores, D. F. Families and Deafness. *Deafness*, 1973, *III*, pp. 115-130.

Moores, D. F. Mental Health and the Hearing Impaired. *Deaf American*, 1971, *24*(3), pp. 7-10.

Powers, H. *Signs of Silence*. New York: Dodd, Mead, & Company, 1972.

Schlesinger, H. S. and Meadow, K. P. *Sound and Sign*. Berkeley, California: University of California Press, 1972, pp. 7-30.

Schroedel, J. G. and Schiff, W. Attitudes Towards Deafness Among Several Deaf and Hearing Populations. *Rehabilitation Psychology*, 1972, *19*(2), pp. 59-70.

Vernon, M. and Makowsky, B. Deafness and Minority Group Dynamics. *Deaf American*. 1969, *21*(11), pp. 3-6.

Williams, B. R. and Sussman, A. E. Social and Psychological Problems of Deaf People. In Allen E. Sussman and Larry G. Stewart (Eds.), *Counseling with Deaf People*. New York: Deafness Research & Training Center, New York University School of Education, 1971, pp. 13-29.

Psycho-Social Aspects of Deafness

Essay Questions

Directions: Select two of the essay questions below and write a two-three page essay on each. Use a variety of resources, including information from class lectures.

1. Discuss some of the psycho-social effects of deafness on families.
2. Discuss some of the psychiatric problems of deaf persons.
3. Compare the psycho-social development of deaf children with hearing parents and deaf children with deaf parents.
4. Discuss ideas concerning prevention of psycho-social problems of deaf persons.
5. Compare the psycho-social development of hearing children and of deaf children.
6. Discuss the concept of deaf persons comprising a minority group rather than a disability group.
7. Discuss the characteristics of the adult deaf community.
8. Discuss the psycho-social problems of deaf teenagers.
9. Discuss attitudes of hearing persons toward deaf persons and attitudes of deaf persons toward hearing persons.

AREA: Knowledge of Deafness

GOAL and/or SUB-GOAL: The student will become knowledgeable about deafness.

TERMINAL OBJECTIVE: The student will demonstrate knowledge of the history and education of deaf persons.

Sub-Objectives and/or Evaluation Items

1. The student will define the terms: deaf, congenitally deaf, adventitiously deaf, hard of hearing, pre-lingual deafness, and post-lingual deafness. Suggested resources are Brill (The Education of the Deaf), pp. 1-7 and Jacobs, pp. 3-12, 55-69.

2. The student will define the terms: oral/aural method, combined method, simultaneous method, total communication, and Rochester method. Suggested resources include Moores, pp. 37-38; Sanderson, pp. 31; and Garretson, pp. 88-95.

3. The student will define the terms: residential program, day school program, and integrated program.

4. The student will discuss verbally/writing the educational handicap of deafness. Suggested resources include Brill (The Education...), pp. 1-7; Jacobs, pp. 30-45; Lamb, pp. 91-97; Mindel and Vernon, pp. 39-96; and Moores (Education of the...).

5. The student will list and briefly describe several tests appropriate for deaf persons and several tests inappropriate for use with deaf persons in the areas of intelligence and achievement. Suggested resources include Brill (The Education ...), pp. 168-181; Levine; and Myklebust.

6. The student will complete 20 matching items related to historical and educational aspects of deafness. The resources used include Burnes, pp. 7-12; Giangreco and Giangreco, pp. 3-30; and Ramger, pp. 12-18.

7. The student will identify at least five current trends in the education of deaf persons and write one paragraph describing each trend (five paragraphs in all). Suggested resources include Bowe, pp. 11-12; Calvert, pp. 14-20; and Vernon, pp. 15.

8. The student will discuss verbally/writing the controversy concerning mainstreaming vs. segregation of hearing impaired students. Suggested resources include Brill (Mainstreaming: Format or Quality), pp. 377-381; Healey, pp. 68-75; and Vernon and Prickett, pp. 5-6, pp. 10-11.

9. The student will discuss verbally/writing the controversy concerning the oral/aural method vs. total communication. Suggested resources include Blevins; Dicker, pp. 18-19; Garretson, pp. 88-95; Griffiths, pp. 35-39; Jacobs, pp. 30-45; Lloyd, pp. 13-15; Miller, pp. 211-217;

Sub-Objectives and/or Evaluation Items (cont'd.)

Moores (Oral vs. Manual...), pp. 667-669; Pollack, pp. 400-409; Uden, pp. 524-537; and Vernon, pp. 529-540.

Activities

Teachers from Teacher Training Program and/or Curriculum Specialist from educational programs for deaf students speak to the class; provide philosophy and rationale.

Class visit educational programs for the hearing impaired using various methods of teaching and communication modes.

Deaf persons and their families speak to the class regarding the education of the hearing impaired.

Deaf education researcher(s) or Supt. speak to the class regarding the education of the deaf; past, present, and future.

Class discussion regarding topics introduced by speakers.

Students read and discuss relevant literature on the educational handicap of deafness, appropriate tests for deaf persons, mainstreaming, segregation, aural/oral method, and total communication.

Resources and Materials

Bender, R. E. *The Conquest of Deafness*. Cleveland: The Press of Case Western Reverse University, 1970.

Blevins, B. The Myth of Total Communication. *AOEHI Bulletin* Reprint No. 965, 1972.

Bowe, F. National Trends in the Education of Deaf Children. *Deaf American*, 1974, *26*(9), pp. 11-12.

Brill, R. G. *The Education of the Deaf*. Washington, D.C.: Gallaudet College Press; 1971.

Brill, R. G. Mainstreaming: Format or Quality? *American Annals of the Deaf*, 1975, *120*(4), pp. 377-381.

Burnes, B. B. History of the Education of the Deaf to 1815. In Irving S. Fusfeld (Ed.), *A Handbook of Readings in Education of the Deaf and Post-School Implications*. Springfield, Illinois: Charles C. Thomas, 1967, pp. 7-11.

Calvert, D. R. The Deaf Child in the Seventies. *Volta Review*, January, 1970, pp. 14-20.

Dicker, L. The Rationale for Total Communication. *Deaf American*, 1971, *23*(5), pp. 18-19.

Resources and Materials (cont'd.)

Garretson, M. O. Total Communication. *Volta Review*, 1976, *78*(4), pp. 88-95.

Giangreco, C. J. and Giangreco, M. R. *The Education of the Hearing Impaired*. Springfield, Illinois: Charles C. Thomas, 1970, pp. 3-30.

Healey, Wm. C. Integrated Education. *Volta Review*, 1976, *78*(4), pp. 68-75.

Jacobs, L. M. *A Deaf Adult Speaks Out*. Washington, D.C.: Gallaudet College Press, 1974.

Lamb, A. J. Our Academic Program and Related Problems. In Irving S. Fusfeld, (ed.), *A Handbook of Readings in Education of the Deaf and Post-school Implications*. Springfield, Illinois: Charles C. Thomas, 1967, pp. 91-97.

Lloyd, G. T. Total Communication: Some Perspectives and Potential Problems. *Deaf American*, 1975, *27*(11), pp. 13-15.

Levine, E. S. *The Psychology of Deafness*. New York: Columbia University Press, 1960.

Miller, J. B. "Oralism is Not an Academic Exercise: It is a Way of Life." *Volta Review*, April, 1970, pp. 211-217.

Mindel, E. D. and Vernon, M. *They Grow in Silence*. Silver Spring, Maryland: National Association of the Deaf, 1971, pp. 39-96.

Moores, D. F. *Education of the Deaf in the United States*. Occasional Paper #2. Department of Health, Education, and Welfare, November, 1970.

Moores, D. F. Neo-Oralism and the Education of the Deaf in the Soviet Union. *Exceptional Children*, January, 1972, pp. 377-384.

Moores, D. F. *Non-Vocal Systems of Verbal Behavior. Paper Prepared for the Conference on Language Intervention with the Mentally Retarded*, June 1973, pp. 37-38.

Moores, D. F. Oral Vs. Manual. "Old Prejudices Die Hard, But Die They Must." *American Annals of the Deaf*. November, 1970, pp. 667-669.

Myklebust, H. R. *The Psychology of Deafness*. (2nd ed.), New York: Grune & Stratton, 1964.

Pollack, D. Acoupedics: a Uni-Sensory Approach to Auditory Training. *Volta Review*, September, 1964, pp. 400-409.

Ramger, H. Historical Survey of the Education of the Deaf in the United States. In Irving S. Fusfeld, (Ed.), *A Handbook of Readings in Education of the Deaf and Post-School Implications*, Springfield, Illinois: Charles C. Thomas, 1967, pp. 12-18.

Resources and Materials (cont'd.)

Sanderson, R. G. Definitions of Methodology in Education of the Deaf. Deaf American, 1971, 23(10), pp. 31.

Uden, A. V. New Realizations in the Light of the Pure Oral Method. Volta Review, December, 1970, pp. 524-537.

Vernon, M. Mind Over Mouth a Rationale for Total Communication. Volta Review, 1972, 74, pp. 529-540.

Vernon, M. and Prickett H., Jr. Mainstreaming: Issues and a Model Plan. Audiology and Hearing Education, 1976, 2(2), pp. 5-6, pp. 10-11.

Historical Aspects of Deafness

25 Matching Items

Directions: In the blank spaces before the dates and persons listed in the left column, place the letter of the related events and achievements listed in the right column.

(The items are from Burnes, Byron B. History of Education of the Deaf to 1815 and Ramger, Harold. Historical Survey of the Education of the Deaf in the United States. In Irving S. Fusfeld, A Handbook of Readings in Education of the Deaf and Post-School Implications, Springfield, Illinois: Charles C. Thomas, 1967, pp. 7-11 and 12-18.)

____ 1. Girdano Cardano
____ 2. Roch-Ambroise Cucurron Sicard
____ 3. Thomas H. Gallaudet
____ 4. 1899
____ 5. Aristotle
____ 6. Don Juan Pablo Bonet
____ 7. Abba Silvestri
____ 8. 1422
____ 9. Samuel Heinicke
____10. George Delgarno of Aberdeen
____11. 1760
____12. 1800
____13. Father Goldsmith
____14. John Bolling
____15. Edward Miner Gallaudet
____16. Rinne
____17. 1869
____18. John Kirkpatrick

A. First known person to teach deaf-blind child
B. Held the telephone theory of hearing which said the ear is only a transmitter of sound to the brain
C. First deaf teacher of the deaf; also a former pupil of Sicard
D. First American deaf child to receive a formal education
E. First superintendent of the Columbia Institution for the Deaf, later to be called Gallaudet College
F. American Annals of the Deaf first published
G. Student of Thomas Hopkins Gallaudet
H. Establishment of the first public day school, the Horace Mann School
I. Established first school for the Deaf in India in 1882
J. Denmark made education compulsory for the deaf
K. Volta Review first published--(then called the Association Review)

_____19. Alice Cogswell

_____20. Alexander Graham Bell

_____21. the Abbe del Epee

_____22. Thomas Braidwood

_____23. Laurent Clerc

_____24. 1847

_____25. Samuel Gridley Howe

L. Father of deaf education in America

M. Organized efforts to educate the deaf began, schools for the deaf opened

N. Began education of the deaf in Italy in 1784

O. A strong advocate of the oral method in contrast to Gallaudet's Manualism

P. First to question the Aristotelian dictum; inspired the first organized efforts to educate the deaf

Q. Earliest recognition of the fact that the thoughts of the deaf might possibly be made to express their thoughts without speech

R. Man who said "the ear is the organ of education" and "those who are born deaf all become senseless and incapable of reason"

S. Studied Pedro Ponce de Leon's experiments in teaching two deaf brothers and wrote the first book on educating the deaf which later inspired the Abbe del Eppe to invent a system of manual signs

T. Succeeded the Abbe del Epee

U. Opened the first school for the deaf in France

V. Opened the first school for the deaf in Germany

W. Opened the first school for the deaf in Great Britain

X. Invented an alphabet in which letters occupied different positions on the hand and were indicated by touching these positions with a finger of the other hand.

Y. Was the first teacher trained to teach the deaf in the United States

Answers

1. P
2. T
3. L
4. K
5. R
6. S
7. N
8. Q
9. V
10. X
11. M
12. J
13. I
14. D
15. E
16. B
17. H
18. Y
19. G
20. O
21. U
22. W
23. C
24. F
25. A

AREA: Knowledge of Deafness

GOAL and/or SUB-GOAL: The student will become knowledgeable about deafness.

TERMINAL OBJECTIVE: The student will demonstrate knowledge of deaf person's organizations, services, and publications, and community resources.

Sub-Objectives and/or Evaluation Items

1. The student will list five organizations, four services, and four periodicals relevant to deafness and briefly describe the purpose of each.

2. Given abbreviations, the student will list the full names of the organizations, services, schools, and periodicals relevant to deafness.

3. The student will list state and local organizations, services, schools, churches, and publications relevant to the local deaf community.

   OR

   The student will select organization or service agency and research organization or agency and interview member and/or officer and/or service provider of above. Student will then make a 15-minute class presentation discussing organization history, guidelines, purposes, publications, services, members, etc. Instructor will discuss those not selected by students.

4. The student will complete an essay concerning deaf and hearing leaders in deafness and their contributions to deaf persons.

Activities

Instructor and well-informed deaf staff speak to the class regarding organizations, schools, churches, services, and publications of and for deaf persons.

Copies of publications made available to the students so they can read at least one issue of each.

Representatives from many organizations, services, schools, and churches speak to the class.

Students read literature listed under resources.

Resources and Materials

Journals: American Annals of the Deaf, Asha, Audiology and Hearing Education, Deaf American, Journal of Rehabilitation of the Deaf, Journal of Communication Disorders, Journal of Speech and Hearing Disorders, Journal of Speech and Hearing Research, Volta Review, NCLD, GCAA, National Center for the Law and the Deaf, Gallaudet College Alumni Newsletter.

American Annals of the Deaf Directory of Programs and Services (published annually).

Austin, G. Bibliography: Deafness. DeKalb, Illinois: Kenleys, 1973.

Bowe, F. and Sternberg, M. I'm Deaf Too. Silver Spring, Maryland: National Association of the Deaf, 1973.

Katz, L., Mathis, S. L., III, and Merrill, E. C., Jr. Local, State, and National Services. In The Deaf Child in the Public Schools. Danville, Illinois: The Interstate Printers and Publishers, Inc. 1974, pp. 77-89.

Lemonds, C. and Moss, P., Choosing a Job Information About Deaf People and Their Jobs. Knoxville, Tennessee: Southern Regional Media Center for the Deaf, University of Tennessee, 1974.

Silentype. A Directory Service for the Deaf, A Call for You. Silent News, Inc., (an annual directory of TTY phone numbers).

Vernon, M. and Estes, C. C. Deaf Leadership and Political Activism. Deaf American, 1975, 28(3), pp. 3-6.

Texas Commission for the Deaf and 19 Community Councils.

Texas: Deaf Texan, published by Texas Association of the Deaf.

Interpretexan, published by Texas Society of Interpreters for the Deaf, Guideposts, published by the Texas Commission for the Deaf, (periodicals).

Organizations, Services, Schools, and Periodicals Relevant to Deaf Persons

Directions: Write the full names for the abbreviations below.

(Use the resources listed in the curriculum, as well as information from speakers from various organizations and services.)

Organizations

AAAD

AGB

ASHA

CAID

CEASD

CEC

CED

COSD

GCAA

IAPD

NAD

NAHSA

NFSD

NITC

ODAS

PRWAD

RID

SCL

Services

BEH

DPW

DVR

Services (cont'd.)

- HEW
- MSCFB
- NACH
- NCLH
- NINDS
- ODCD
- RSA
- SRS
- USOE

Schools

- CSUN
- MSSD
- NTID
- NYU
- TVI (St. Paul)

Periodicals

- AAD
- AHE
- DA
- HSN
- JCD
- JRD
- JSHR
- VR

TEXAS Organizations, Services, Schools, and Periodicals Relevant to Deaf Persons

Organizations

- TAD
- TSID
  - AID
  - CCID
  - GSRID
  - GTID
  - HABAID
  - HOPRID
  - NCTRID
  - PBID
  - RRRID
  - SARID
  - TVID
- PPS/TAD

Services

- DAC
- DHR
- GCD
- TCD
- TEA
- TRC

Schools

- Eastfield
- EPCC
- HIP-Lee
- SWCD

Schools (cont'd.)

- SWCID
- TCJC
- TSD
- TSTI

Newsletters, Periodicals

- Interpretexan
- Deaf Texas
- Guide Post

Answers

Organizations

TAD	Texas Association of the Deaf
TSID	Texas Society of Interpreters for the Deaf
AID	Austin Interpreters for the Deaf
CCID	Corpus Christi Interpreters for the Deaf
GSRID	Golden Spread Registry of Interpreters for the Deaf, Amarillo
GTID	Golden Triangle Registry of Interpreters for the Deaf, Beaumont
HABAID	Hands Across the Border Association of Interpreters for the Deaf, Texarkana
HOPRID	Heart of the Plains Registry of Interpreters for the Deaf, Lubbock
NCTRID	North Central Texas Registry of Interpreters for the Deaf, Dallas
PBID	Permian Basin Interpreters for the Deaf, Midland/Odessa
RRRID	Red River Registry of Interpreters for the Deaf, Wichita Falls
SARID	San Antonio Registry of Interpreters for the Deaf
TVID	Trinity Valley Interpreters for the Deaf, Fort Worth
PPS/TAD	Parent-Professional Section of Texas Assoc. for the Deaf

Services

DAC	Deaf Action Center, Dallas
DHR	Department of Human Resources
GCD	Goodrich Center for the Deaf, Fort Worth
TCD	Texas Commission for the Deaf
TEA	Texas Education Agency
TRC	Texas Rehabilitation Commission

Schools

Eastfield	Eastfield Community College, Mesquite
EPCC	El Paso Community Colle[illegible]

Schools (cont'd.)

HIP-Lee	Hearing Impaired Project, Lee College, Baytown
SWCD	Southwest Center for the Deaf, San Antonio
SWCID	Southwest Collegiate Institute for the Deaf, Big Springs
TCJC	Tarrant County Junior College, Fort Worth
TSTI	Texas State Technical Institute, Waco

Newsletters, Periodicals

Interpretexan	published by TSID
Deaf Texan	published by TAD
Guide Post	published by TCD

Answers

Organizations

AAAD	American Athletic Association of the Deaf
AGB	Alexander Graham Bell Association
ASHA	American Speech and Hearing Association
CAID	Convention of American Instructors of the Deaf
CEASD	Conference of Executives of American Schools for the Deaf
CEC	Council for Exceptional Children
CED	Council on Education of the Deaf
COSD	Council of Organization Serving the Deaf
GCAA	Gallaudet College Alumni Association
IAPD	International Association of Parents of the Deaf
NAD	National Association of the Deaf
NASHA	National Association of Hearing and Speech Action
NFSD	National Fraternal Society of the Deaf
NITC	National Interpreter Training Consortium
ODAS	Oral Deaf Adults Section (Division of A. G. Bell Association)
PRWAD	Professional Rehabilitation Workers with the Adult Deaf
RID	Registry of Interpreters for the Deaf
SCL	Sensory Communication Laboratory

Services (governmental agencies)

BEH	Bureau of Education for the Handicapped
DPW	Department of Public Welfare
DVR	Department of Vocational Rehabilitation
HEW	Department of Health, Education, and Welfare

Services (cont'd.)

MSCFB	Media Services and Captioned Films Branch
NACH	National Advisory Committee on the Handicapped
NCLH	National Center for Law and the Handicapped
NINDS	National Institute of Neurological Diseases and Stroke
ODCD	Office of Deafness and Communication Disorders
RSA	Rehabilitation Services Administration
SRS	Social and Rehabilitation Services
USOE	United States Office of Education

Schools

CSUN	California State University, Northridge
MSSD	Model Secondary School for the Deaf
NTID	National Technical Institute for the Deaf
NYU	New York University
TVI (St. Paul)	Technical Vocational Institute

Periodicals

AAD	*American Annals of the Deaf*
AHE	*Audiology and Hearing Education*
DA	*Deaf American*
HSN	*Hearing and Speech News*
JCD	*Journal of Communication Disorders*
JRD	*Journal of Rehabilitation of the Deaf*
JSHD	*Journal of Speech and Hearing Disorders*
JSHR	*Journal of Speech and Hearing Research*
VR	*Volta Review*

AREA: Knowledge of Deafness

GOAL and/or SUB-GOAL: The student will become knowledgeable about deafness.

TERMINAL OBJECTIVE: The student will demonstrate knowledge of deaf persons' past, present, and future occupational trends.

Sub-Objectives and/or Evaluation Items

1. The student will describe verbally/writing at least five problems encountered by deaf persons when seeking employment. Suggested resources include Crammatte; Lauritsen (The idiosyncratic...); and speakers.

2. The student will write an essay concerning employment trends of deaf persons. Suggested resources include Reich, pp. 1-10, and Schein and Delk, pp. 73-98.

3. The student will list several employment practices and trends in industry and briefly discuss their implications for deaf persons. Resource includes Craig and Collins, pp. 1-27.

4. The student will discuss verbally/writing job opportunities for deaf persons as viewed by employers. Resources include Phillips (An exploration...), pp. 1-9, and Phillips (Specific Jobs...), pp. 10-23.

5. The student will complete ten multiple choice items concerning evaluation of successful employment of deaf persons. Resource used is Vescovi, pp. 1-11.

Activities

Informed professional lecture to the class concerning past, present, and future occupational trends of deaf persons.

Vocational counselor who is experienced in working with deaf persons speaks to the class.

Role-play interview situations; e.g., applicant cannot lipread well and interviewer has little patience to write his/her questions; interviewer doesn't know sign language and applicant doesn't speak clearly.

Students read literature listed under resources.

Resources and Materials

Craig, Wm. N. and Collins, J. L. New Vistas for Competitive Employment of Deaf Persons. Journal of Rehabilitation of the Deaf, 1970, Monograph No. 2, pp. 1-27.

Crammatte, A. B. Deaf Persons in Professional Employment. Springfield, Illinois: Charles C. Thomas, 1968.

Lauritsen, R. R. The Idiosyncratic Work Adjustment of the Deaf. Journal of Rehabilitation of the Deaf, 1972, 5(3), pp. 11-23.

Lemonds, C. and Moss, P. Choosing a Job...Information about Deaf People and Their Jobs. Knoxville, Tennessee: Southern Regional Media Center for the Deaf, University of Tennessee, 1974.

Phillips, G. An Exploration of Employer Attitudes Concerning Employment Opportunities for Deaf People. Journal of Rehabilitation of the Deaf, 1975, 9(2), pp. 1-9.

Phillips, G. Specific Jobs for Deaf Workers Identified by Employers. Journal of Rehabilitation of the Deaf, 1975, 9(2), pp. 10-23.

Reich, C. M. The Occupational History of Urban Adults. Journal of Rehabilitation of the Deaf, 1974, 8(2), pp. 1-10.

Schein, J. D. and Delk, M. T., Jr. The Deaf Population of the United States. Silver Spring, Maryland: National Association of the Deaf, 1974, pp. 73-98.

Vescovi, G. M. Factors Related to Successful Employment of Adult Deaf Workers. Journal of Rehabilitation of the Deaf, 1973, 6(3), pp. 1-11.

Evaluation of Successful Employment of Deaf Persons

Ten Multiple Choice Items

Directions: Circle the letter of the answer which best completes the statement or answers the question.

(All of the following ten multiple choice test items are based on Vescovi, Geno M. Factors Related to Successful Employment of Adult Deaf Workers. Journal of Rehabilitation of the Deaf, 1973, 6(3), pp.1-11.)

1. According to Vescovi, the motivation/hygiene theory

    a. has generated research with consistent results.

    b. has never been used on deaf populations but should be tried.

    c. should never be used on deaf populations.

2. The motivation/hygiene theory says that "motivators"

    a. are a set of factors that satisfy the worker's monetary needs.

    b. are a set of factors that satisfy the worker's status needs.

    c. are a set of factors that satisfy the worker's self actualization needs.

3. The motivation/hygiene theory says that "hygienes"

    a. are a set of factors that satisfy the worker's need for achievements.

    b. are a set of factors that satisfy the worker's need for cleanliness.

    c. are a set of factors that satisfy the worker's need for growth.

4. Vescovi says we need a theory of vocational adjustment that accounts for

    a. psychological factors that motivate the person to work from within.

    b. environmental factors that motivate the person from without.

    c. both a and b

5. The results of the studies employing the motivation/hygiene theory showed that workers in different occupations

   a. were satisfied when they experienced the "motivators."

   b. were satisfied when they experienced the "hygienes."

   c. both a and b

6. The following factors have been recognized by professional persons working with deaf persons as important to successful employment of deaf persons:

   a. ability to pass as hearing and be just like everyone else.

   b. pride in one's own technical skills.

   c. both a and b

7. About the reported research concerning the success of deaf perons in employment, Vescovi says

   a. researchers have been tuned in to the "needs" of the deaf person.

   b. researchers have been tuned in to the "needs" of the employer.

   c. neither a nor b

8. Vescovi's research on deaf teachers of the deaf showed that they

   a. perceived "motivators" as job satisfiers.

   b. perceived "hygienes" as job satisfiers.

   c. neither a nor b

9. Vescovi's research showed that, in comparison to the professional accountant and engineer, the deaf teacher

   a. did not appear to value responsibility and advancement.

   b. had no need for self-actualization.

   c. both a and b

10. Vescovi concluded that his discussion of success factors and the needs of the deaf worker

   a. has provided the necessary information upon which we now can define "successful employment" of deaf workers.

   b. has defined the needs of a variety of deaf workers.

   c. should be viewed as a start toward more meaningful research into the needs of deaf workers.

Answers

1. a
2. c
3. a
4. c
5. a
6. b
7. b
8. a
9. a
10. c

Code: 4.0.7

AREA: Knowledge of Deafness

GOAL and/or SUB-GOAL: The student will become knowledgeable about deafness.

TERMINAL OBJECTIVE: The student will demonstrate knowledge of the causes and physiological aspects of deafness.

Sub-Objectives and/or Evaluation Items

1. The student will list six causes of deafness. Suggested resource is Mindel and Vernon, pp. 25-30.
2. The student will describe the following hearing impairments: Conductive, sensori-neural, and mixed hearing loss. Suggested resource is Sims, pp. 144-145.
3. The student will define terms related to hearing testing. Suggested resource is Sims, pp. 140-148.
4. The student will complete 20 completion items related to hearing testing. Resource used is Sims, pp. 140-148.
5. The student will summarize the educational implications and effects on understanding of language and speech of various degrees of hearing loss. Suggested resource is Sims, pp. 142.
6. The student will complete 25 completion items related to hearing aids and amplification. The resource used is Sanders, pp. 132-151, 162-178.
7. The student will discuss verbally/writing the responsibilities of the audiologist and differentiate on audiologist and hearing aid dealer of terms of responsibilities and training.
8. The student will discuss verbally/writing the physiological and educational differences between the hard of hearing and deaf and between adventitiously deafened and pre-lingually deaf persons. Suggested resources include Jacobs, pp. 3-79 and Sims, pp. 142.
9. The student will correctly label parts of the ear on a coronal diagram of the ear. Illustration was taken from Denes, p. 66. Suggested resource is Newby, pp. 15-23.
10. The student will complete 20 completion items related to the anatomy of the ear. Resource used is Newby, pp. 15-23.
11. The student will briefly describe in one paragraph various speech processing aids. Suggested resource is Pickett, pp. 82-87.
12. The student will discuss verbally/writing the use of acupuncture to cure deafness. Suggested resources include Fairbanks, pp. 8-10; Ramney, pp. 11; and Taub, pp. 427-433.

Activities

Class lecture by audiologist on the causes and physiological aspects of deafness.

Students have their own hearing tested and read their own audiograms in class.

Listen to the record, "Getting Through," which simulates how persons with various degrees and kinds of hearing losses would hear.

Audiologist and hearing aid dealer discuss before the class their particular responsibilities and training required for their work.

Demonstration of aids and the audiometer by audiologist.

Student practice labeling sample audiograms as portraying monaural or binaural losses of mild, moderate, severe, and profound hearing losses.

Practice labeling parts of the ear using 3-D model and printed diagrams.

Students read various literature listed under resources.

Resources and Materials

Denes, P. B. and Pinson, E. N. The Speech Chain. Bell Telephone Laboratories, 1963, pp. 66.

Fairbanks, D., Wallenber, E. A., and Webb, B. M. Acupuncture...Does It Cure Deafness? Hearing and Speech News, 1974, 42(4), pp. 8-10.

"Getting Through" (record), available through Zenith Hearing Aid Sales Corporation, 6501 West Grand Avenue, Chicago, Illinois 60635.

Jacobs, L. M. A Deaf Adult Speaks Out. Washington, D.C.: Gallaudet College Press, 1974.

Lybarger, S. F. Personal Hearing Aids. Volta Review, 1976, 78(4), pp. 113-120.

Mindel, E. D. and Vernon, M. They Grow in Silence. Silver Spring, Maryland, National Association of the Deaf, 1971, pp. 140-167.

Newby, J. A. Audiology. (2nd ed.), New York: Appleton-Century-Crofts, 1964.

Pickett, J. M. Speech-Processing Aids: Some Research Problems. Volta Review, 1976, 78(4), pp. 82-87.

Ramney, J. Acupuncture as a Technique for Treating Hearing Disorders. Hearing and Speech News, 1974, 42, pp. 11.

Resources and Materials (cont'd.)

Richie, B. S. Audiological Services for the Deaf. Journal of Rehabilitation of the Deaf, 1972, 6(2), pp. 129-133.

Sanders, D. Aural Rehabilitation. Englewood Cliffs, New Jersey: Prentice-Hall, 1971.

Sims, D. G. Audiological Aspects of Deafness. In James A. Little (Ed.), Answers. Santa Fe, New Mexico: New Mexico School for the Deaf, 1970, pp. 140-155.

Taub, H. A. Acupuncture and Sensorineural Hearing Loss: A Review. Journal of Speech and Hearing Disorders, 1975, 40, pp. 427-433.

Hearing Testing

20 Completion Items

Directions: Complete the blanks with one or more words as necessary.

(All of the 20 items are based on Sims, Donald. Audiological Aspects of Deafness. In James A. Little (Ed.), Answers. Sante Fe, New Mexico: New Mexico School for the Deaf, 1970, pp. 140-155.)

1. The audiologist uses an instrument called a(n) ______________ to test hearing.

2. The audiologist uses non-speech signals to test hearing called __________________________.

3. The point at which the person just hears the signal is called the ____.

4. On the vertical side of the audiogram is the _________________.

5. Across the top of the audiogram are the ______________________.

6.-8. The frequencies most important for speech are ____________ Hz, ______________ Hz, and ____________ Hz.

9.-11. Speech hearing tests include __________________________, ________________________, and ____________________________.

12. When the audiologist sends the signals through earphones, the hearing test is a(n) ______________________________ hearing test.

13. When the audiologist sends the signals through a vibrator placed behind the ear on the mastoid bone, the hearing test is a(n) ______________________________________ hearing test.

14. When the signal through the earphones is detected at the same dB level as the signal through the vibrator, any hearing loss present is a ______________________________________.

15. When the signal through the earphones is detected at a softer dB level than the signals through the vibrator, and the signal through the vibrator is detected at a normal hearing level, the hearing loss is a ______________________________________.

16. When the signal through the earphones is detected at a softer dB level than the signal through the vibrator, and the signal through the vibrator is detected at a depressed level, the hearing loss is a ______________________________________.

17.,18. A person's (unmasked) air conduction threshold responses for the right and left ears are marked on the audiogram with a ________________ and ________________, respectively.

19.,20. A person's (unmasked) bone conduction threshold responses for the right and left ears are marked on the audiogram with a ____________________ and _______________, respectively.

Answers

1. audiometer

2. pure tones

3. threshold

4. hearing threshold level

5. frequencies

6.-8. 500, 1000, 2000

9.-11. Speech Reception Threshold Test, Speech Awareness Test, Speech Discrimination Test

12. air conduction

13. bone conduction

14. sensori-neural loss

15. conductive loss

16. mixed loss

17.,18. O , X

19.,20. [,]

4.0.7
S.O. #6

Hearing Aids and Amplification

25 Completion Items

Directions: Complete the blanks with one or more words as necessary.

(All of the 25 items are based on Sanders, Derek A. Aural Rehabilitation, Englewood Cliffs, New Jersey: Prentice-Hall, 1971, pp. 132-151, 162-178.)

1. The definition of a hearing aid is ______________________________
____.

2.-4. The three main categories of hearing aids that use electrical amplification are ____________________, ____________________, and ____________________________.

5.-7. The three components of hearing aids include the ____________________________, ______________________________, and ________________________.

8. The purpose of the microphone is to ______________________________
____.

9. The ____________________________ contains transistors, resistors, capacitators, switches, and wires.

10. The ____________________________ is the earphone or bone conduction vibrator of the wearable hearing aid.

11.,12. The ____________________________ and ____________________ contain a magnet, a coil, and a diaphragm.

13. The purpose of the receiver is to ______________________________
____.

14.-16. The controls of an aid include ______________________________, ____________________________, and ____________________.

17.-20. The four types of wearable hearing aids include ____________, ____________________________, ____________________, and ____________________________.

21. Binaural amplification refers to ______________________________
____.

22. CROS refers to ____
____.

23. BICROS refers to bilateral; contralateral routine of signal refers to ____.

24.,25. **The purposes of the carmold are** ________________________________

____, and

____.

Answers

1. any device capable of intensifying the sound reaching a person's ear (cochlea)

2.-4. wearable aids, auditory training units, group hearing aids

5.-7. microphone, amplifier, speaker (receiver)

9. amplifier

10. speaker (receiver)

11.,12. speaker (receiver), microphone

13. transduce the amplified electrical impulses back into acoustical energy

14.-16. the volume control, output limiter, tone control

17.-20. the body aid, eyeglass aid, behind-the-ear aid, in-the-ear aid

21. the use of two independent amplifying systems, one for each ear

22. contralateral routing of signals

23. bilateral contralateral routing of signals

24.,25. to couple the receiver of the hearing aid to the individual's ear, to transmit sound from the receiver to the eardrum

4.0.7
S.O. #9

Parts of the Ear

Ten Items

Directions: Write the names of the ten numbered parts of the ear on the corresponding blank lines below.

(The diagram is from Denes, Peter B. and Pinson, Elliot N. The Speech Chain. Bell Telephone Laboratories, 1963, pp. 66.)

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

6. ____________________

7. ____________________

8. ____________________

9. ____________________

10. ____________________

Answers

1. oval window
2. cochlea
3. Eustachian tube
4. round window
5. middle ear
6. eardrum
7. ear canal
8. auditory nerve
9. ossicles
10. outer ear

Anatomy of the Ear

20 Completion Items

Directions: Complete the blanks with one or more words as necessary.

(All of the 20 items are based on Newby, Hayes A. Audiology. (2nd ed.) New York: Appleton-Century-Crofts, 1964, pp. 15-23.

1.-3. The three major parts of the ear are the ____________________, ________________________________, and ____________________________.

4.,5. The outer ear consists of the ________________________________ and the ____.

6. The outer edge of the pinna is called the ______________________.

7. The small projection just ahead of the opening of the external meatus is the ____.

8. The point of the ear at which a person attaches an earring is called the ____.

9. The ____ is a roughly cylindrical passage about a quarter of an inch in diameter and a little over an inch long.

10. The space between the drum membrane and the bony capsule of the inner ear is called the ____________________________________.

11.-13. The three tiny bones or ossicles in the middle ear are the ____________________________, ______________________________ and ____________________________.

14.,15. Two muscles found in the middle ear are the ____________________ ______________________________ and ____________________________.

16. The ____ provides ventilation for the middle ear cavity.

17. The stapes has its footplate in the __________________________.

18. The ____________________________________ is just below the oval window and also connects the middle and inner ears.

19. The balance part of the inner ear consists of the utricle, the saccule, and the three ____________________________________.

20. The hearing part of the inner ear is the ____________________.

Answers

1.-3. outer, middle, inner

4.,5. pinna (auricle), canal (external acoustic meatus)

6. helix

7. tragus

8. lobule

9. external meatus

10. middle ear

11.-13. malleus (hammer), incus (anvil), stape (stirrup)

14.,15. tensor tympani, stapedius

16. Eustachian tube

17. oval window

18. round window

19. semi-circular canals

20. cochlea

AREA: Knowledge of Deafness

GOAL and/or SUB-GOAL: The student will become knowledgeable about deafness.

TERMINAL OBJECTIVE: The student will demonstrate knowledge of the incidence and prevalance of deafness and multiply handicapped deaf persons.

Sub-Objectives and/or Evaluation Items

1. The student will complete 25 True/False items regarding the incidence and prevalance of deafness and multiply handicapped deaf persons. Resources used include Schein and Delk (The Deaf Population...), pp. 1-13 and Schein (Multiply Handicapped...), pp. 6-14.

Activities

Informed professional speaks to the class regarding the incidence and prevalance of deafness and multiply handicapped deaf persons.

Students read literature listed under resources.

Resources and Materials

Ries, P. W. and Voneiff, P. Demographic Profile of Hearing Impaired Students. Deafness, 1974, IV, pp. 17-42.

Schein, J. D. Multiply Handicapped Deaf Students: Definition of the Population and Rationale for Service. In Jerome D. Schein (Ed.), Education and Rehabilitation of Deaf Persons with Other Disabilities. New York: Deafness Research & Training Center, New York University, 1974, pp. 6-14.

Schein, J. D. and Delk, M. T., Jr. The Deaf Population of the United States. Silver Spring, Maryland: National Association of the Deaf, 1974, pp. 1-13.

Vernon, M. Multiply Handicapped Deaf Persons. Deafness, 1974, IV, pp. 97-107.

Incidence and Prevalence of Deafness and Multiply Handicapped Deaf Persons

25 True/False Items

Directions: Place a "T" in the blank space before the statement if the statement is true and an "F" in the blank space if the statement is false.

(Items 1-20 are based on Schein, Jerome D. and Delk, Marcus T., Jr. The Deaf Population of the United States. Silver Spring, Maryland: National Association of the Deaf, 1974, pp. 1-13.

_____ 1. The incidence of deafness found by the NCDP in the 70's is approximately five times the incidence found in the 30's.

_____ 2. Hearing impairment is the second most prevalent chronic physical disability in the United States.

_____ 3. The NCDP estimates prevocational deafness at 2 per 1000.

_____ 4. Deafness occurs most frequently in middle aged persons.

_____ 5. Prevocational deafness is most common in the North Central region, least common in the Northeast.

_____ 6. Schein says that the new incidence of deafness found does not reflect an actual growth in the relative prevalence of deafness.

_____ 7. The NCDP defines prevocationally deaf persons as those persons who could not hear and understand speech and who had lost (or never had) that ability prior to 19 years of age.

_____ 8. Deafness is about equally as frequent as blindness.

_____ 9. Schein says that the two critical factors in explicating the effects of hearing impairment are age of onset and the presence of deaf parents.

_____10. Most prevocationally deaf person's parents are deaf.

_____11. Nonwhite deaf persons show higher unemployment than white deaf persons.

_____12. Deaf females show higher unemployment than deaf males.

_____13. Deaf marriage tends to be more stable than marriage in the general population.

_____14. In general, for prevocationally deaf persons, the higher the grade completed in school, the larger the individual's personal income.

_____15. Within the deaf population, birthrates are lowest for mothers deafened after 11 years of age and highest for congentially deaf mothers.

_____16. Deaf persons tend to marry other deaf persons.

_____17. Self ratings of speaking ability by deaf persons have no correlation with the amount of education.

_____18. The average annual income for employed deaf persons is approximately the same as the average income for the general population.

_____19. The prevocationally deaf persons relying on manual communication only and gesture only earned the least income.

_____20. The prevocationally deaf persons relying on speech alone at work averaged a lower income than those relying exclusively on writing.

(Items 21-25 are based on Schein, Jerome D. *Education and Rehabilitation of Deaf Persons with Other Disabilities*. New York: New York University, School of Education, Deafness Research & Training Center, 1974, pp. 6-14.)

_____21. The most common handicap in addition to deafness in the multiply handicapped population is emotional and behavioral disorders.

_____22. Schein reported that 40% of deaf school children have a handicap in addition to deafness.

_____23. Blindness is the second most frequent additional handicap in the multiply handicapped population.

_____24. About 68-72/1000 students have more than one handicapping condition in addition to deafness.

_____25. Most of the multiply handicapped students are in specialized programs for the multiply handicapped.

Answers

1. F
2. F
3. T
4. F
5. T
6. F
7. T
8. F
9. F
10. F
11. T
12. T
13. F
14. T
15. F
16. T
17. F
18. F
19. T
20. T
21. T
22. T
23. F
24. T
25. F

Code: 4.0.9

AREA: Knowledge of Deafness

GOAL and/or SUB-GOAL: The student will become knowledgeable about deafness.

TERMINAL OBJECTIVE: The student will demonstrate knowledge of the causes, physiological aspects, and additional handicaps of multiply handicapped deaf persons.

Sub-Objectives and/or Evaluation Items

1. The student will list eight additional handicaps of deaf persons. Suggested resources include Adler, pp. 96-100; Jensema, pp. 701-705; and Schein (Severely Handicapped...), pp. 16-22.

2. The student will list legislation relevant to multiply handicapped deaf persons. Suggested resources include Adler, pp. 96-100, and Lloyd, pp. 45-67.

3. The student will discuss general characteristics, problems, and needs of the population of multiply handicapped deaf persons. Suggested resources include Bolton, pp. 7-11 and Kopp, pp. 1-14.

4. The student will discuss in writing at least four different groups of multiply handicapped deaf persons in terms of incidence factors, additional handicaps, causes, communication problems, educational problems, and programs, psycho-social development and vocational development. Suggested resources include Doctor, pp. 11-13; Hammer, pp. 15-29; Hicks, pp. 86-92; Jensema, pp. 701-705; Lloyd, pp. 45-67; Schein and Delk (The Deaf Population...), pp. 115-130; Schwartz and Vernon, pp. 3-5; Vernon, pp. 97-107; Zamochnick, pp. 6-14.

Activities

Multiply handicapped deaf persons speak to the class about multiply handicapped deaf persons (videotape).

Teacher(s) of multiply handicapped deaf persons speak to the class about educational problems and programs for multiply handicapped deaf students.

Students read and discuss literature listed under resources.

Resources and Materials

Adler, E. P. Severly Handicapped and Multiply Disabled Deaf Adults. Journal of Rehabilitation of the Deaf, 1971, 4(3), pp. 96-100.

Bolton, B. A Profile of the Multiply Handicapped Deaf Young Adult. Journal of Rehabilitation of the Deaf, 1972, 5(4), pp. 7-11.

Resources and Materials (cont'd.)

Doctor, P. V. and David, F. E. Education Impact - the 1964-65 Rubella Epidemic in the U.S. American Annals of the Deaf, 1972, 117, pp. 11-13.

Hammer, E. K. Deaf-Blind Clients: A Behavioral Model of Rehabilitation Services. Deafness, 1973, III, pp. 15-29.

Hicks, D. E. Comparison Profile of Rubella and Non-Rubella Deaf Children. American Annals of the Deaf, 1970, 115, pp. 86-92.

Jensema, C. and Mullins, J. Onset, Cause and Additional Handicaps in Hearing Impaired Children. American Annals of the Deaf, 1974, 119, pp. 701-705.

Kopp, H. G. Challenge to Education: The Multiply Disabled. Deafness, 1973, III, pp. 1-14.

Lloyd, L. L. Mental Retardation and Hearing Impairment. Deafness, 1973, III, pp. 45-67.

Schein, J. D. Severely Handicapped Deaf People. Journal of Rehabilitation of the Deaf, 1974, 8(1), pp. 16-22.

Schein, J. D. and Delk, M. T., Jr. The Deaf Population of the United States. Silver Spring, Maryland: National Association of the Deaf, 1974, pp. 115-130.

Schwartz, K. F. and Vernon, M.: Usher's Syndrome: A Disease That Causes Some Deaf People to Lose Their Sight. Deaf American, 1974, 26(7), pp. 3-5.

Vernon, M. Multiply Handicapped Deaf Persons. Deafness, 1974, IV, pp. 97-107.

Zamochnick, A. D. A Perspective on Deafness and Cerebral Palsy, Journal of Rehabilitation of the Deaf, 1973, 7, pp. 6-14.

AREA: Knowledge of Deafness

GOAL and/or SUB-GOAL: The student will become knowledgeable about deafness.

TERMINAL OBJECTIVE: The student will demonstrate knowledge of the needs and trends in vocational training and post-secondary opportunities for deaf persons.

Sub-Objectives and/or Evaluation Items

1. The student will list and briefly describe at least three post secondary programs for deaf persons. Suggested resources include Rawlings, et.al. and current literature and final reports from Gallaudet College, NTID, St. Paul TVI, Delgado Junior College, Seattle Community College, and California State University at Northridge, and three Texas Post-Secondary with services for deaf students.
2. The student will complete ten multiple choice items regarding the vocational development of deaf persons. Resource used is McHugh, pp. 1-11.
3. The student will write an essay describing past and present trends in vocational training. Suggested resources include Gottweiss, pp. 201-202, and Lauritsen, pp. 73-82.

Activities

Informed professional speaks about vocational training of deaf persons and vocational training opportunities for deaf persons in Texas.

Informed professional speaks about secondary opportunities nationally and in Texas for deaf persons.

Vocational counselor speaks about vocational problems of deaf persons.

Students read literature listed under resources.

Resources and Materials

Current issues of: The Focus, St. Paul TVI; Gallaudet Today, Gallaudet College; and NTID Focus, NTID.

Gottweiss, W. Suggestions for Vocational Advice to the Deaf. Deafness, 1974, IV, pp. 201-202.

Lauritsen, R. R. Technical Vocational Education of the Deaf. Deafness, 1974, IV, pp. 73-82.

Resources and Materials (cont'd.)

McHugh, D. A View of Deaf People in Terms of Super's Theory of Vocational Development, Journal of Rehabilitation of the Deaf, 1975, 9(1), pp. 1-11.

Rawlings, B. W., Trybus, R. J., Delgado, G. L., and Stuckless, E. R. A Guide to College/Career Programs for Deaf Students. Washington, D.C.: Gallaudet College, and New York: National Technical Institute for the Deaf, 1975.

Vocational Development of Deaf Persons

Ten Multiple Choice Items

Directions: Circle the letter of the answer which best completes the statement or answers the questions.

(All of the following ten multiple choice test items are based on McHugh, Daniel. A View of Deaf People in Terms of Super's Theory of Vocational Development. Journal of Rehabilitation of the Deaf, 1975, 9, pp. 1-11.)

1. Which of the following does McHugh say is true regarding deaf persons:

    a. Deaf people are relatively sophisticated about the world or work.

    b. Deaf people are relatively naive about the world or work.

    c. Deaf people know about as much as hearing people about the world of work.

2. According to McHugh, vocational development

    a. is the synthesizing of one's personal needs and resources on the one side and economic and social demands of the culture on the other.

    b. happens through a number of life stages.

    c. both a and b

3. Which of the following is true about "exploration" as discussed by McHugh?

    a. Exploring is basic to synthesizing the intrapersonal and environmental factors.

    b. Exploring is meaningful only when the deaf child communicates through sign language.

    c. both a and b

4. According to McHugh, an individual's career pattern is determined by his own mental ability and personality characteristics,

    a. by his parental socioeconomic level.

    b. by the opportunities to which he is exposed.

    c. both a and b

5. Exploration begins

   a. in adolescence

   b. in young adulthood

   c. in early childhood

6. Vocational maturity refers to

   a. the age at which one starts working or attending a career oriented program in school.

   b. the life stage at which a person operates in terms of the tasks, attitudes, and behaviors he/she exhibits.

   c. both a and b

7. According to McHugh, vocational immaturity results

   a. when a person cannot explore in the normal way.

   b. when a person cannot receive communication in the normal way.

   c. both a and b

8. According to McHugh, deaf people

   a. do not compile information as casually or as fully as hearing people.

   b. compile more information than hearing people, but do not use it.

   c. compile about as much information as hearing people.

9. According to McHugh, deaf people suffer from underemployment

   a. despite a normal capacity to learn and normal motor skills.

   b. because they are not accepted by the best vocational schools.

   c. both a and b

10. According to McHugh, a deaf adolescent often

   a. is not informed enough.

   b. is not able to make trial vocational commitments or role-play various occupations to test jobs.

   c. both a and b

Answers

1. b
2. c
3. a
4. c
5. c
6. b
7. c
8. a
9. a
10. c

Code: 4.0.11

AREA: Knowledge of Deafness

GOAL and/or SUB-GOAL: The student will become knowledgeable about deafness.

TERMINAL OBJECTIVE: The student will demonstrate knowledge of rehabilitation services for deaf persons, including multiply handicapped deaf persons.

Sub-Objectives and/or Evaluation Items

1. The student will describe verbally/writing the present rehabilitation agencies for deaf persons. Use resources listed.
2. The student will discuss verbally/writing trends in rehabilitation services for deaf persons.
3. The student will discuss verbally/writing the effectiveness of the present rehabilitation services for deaf persons, including multiply handicapped deaf and black deaf persons. Use resources listed.

Activities

Rehabilitation counselor speaks to the class regarding present rehabilitation agencies, trends in rehabilitation services, and effectiveness of rehabilitation services.

Students read literature listed under resources.

Resources and Materials

Adler, E. P. Trends in Delivering Rehabilitation Services for Severely Handicapped Deaf Persons. *Journal of Rehabilitation of the Deaf*, 1974, 8(1), pp. 23-28.

Anderson, G. B. Vocational Rehabilitation Services and the Black Deaf. *Journal of Rehabilitation Services of the Deaf*, 1972, 6(2), pp. 126-128.

Bolton, B. Factors Contributing to Successful Rehabilitation of Deaf Clients. *Journal of Rehabilitation of the Deaf*, 1975, 9(2), pp. 36-43.

Bolton, B. *Introduction of Deaf Clients*. Arkansas: Arkansas Rehabilitation Research and Training Center, University of Arkansas, January, 1973.

English, J. Rehabilitation Services for Deaf-Blind Individuals: Need for Planning. *Journal of Rehabilitation of the Deaf*, 1975, 8(3), pp. 1-6.

Hammer, E. K. Deaf-Blind Clients: A Behavioral Model of Rehabilitation Services. *Deafness*, 1973, III, pp. 15-30.

Resources and Materials (cont'd.)

Hanson, J. H. Some Conflicts Faced by Rehabilitation Counselors of the Deaf. Deafness, 1973, III, pp. 95-102.

Hunt, J. Deaf-Blind Persons and Their Need as Seen by a National Agency. Deafness, 1973, III, pp. 39-44.

Lloyd, G. T. (ed.), Serving Severely Handicapped Deaf People. Journal of Rehabilitation of the Deaf, 1976, 9(4), pp. 17-20.

Schein, J. D. (ed.), Model for a State Plan for Vocational Rehabilitation of Deaf Clients. Journal of Rehabilitation of the Deaf, 1973, Monograph No. 3.

Schein, J. D. Rehabilitation of Severly Handicapped Deaf People. In Schein, J. D. (ed.), Education and Rehabilitation of Deaf Persons with Other Disabilities. New York: Deafness Research & Training Center, New York University, 1974, pp. 49-58.

Vescovi, G. M. Future Considerations in the Delivery of Services to Severely Handicapped Deaf Persons. Journal of Rehabilitation of the Deaf, 1974, 8(1), pp. 166-170.

Whitten, E. B. Rehabilitation, a Service System. Journal of Rehabilitation Services of the Deaf, 1972, 6(2), pp. 17-26.

Williams, B. R. National Trends in the Vocational Rehabilitation of the Hearing Impaired. Deafness, 1972, II, pp. 47-55.

AREA: Knowledge of Deafness

GOAL and/or SUB-GOAL: The student will become knowledgeable about deafness.

TERMINAL OBJECTIVE: The student will demonstrate knowledge of federal, state, and local legislation affecting deaf persons.

Sub-Objectives and/or Evaluation Items

1. The student will identify legislation concerning deaf people according to national, state, and local legislation.
2. The student will participate in class discussion of legislation and its impact on deaf people and their lives.
3. Given descriptions of legislation, the student will describe implications of legislation.

Activities

Lecture/discussion by staff member of the Texas Commission for the Deaf.

Reading covering legislation will be assigned.

Resources and Materials

National Association of the Deaf (NAD)
814 Thayer Ave.
Silver Spring, MD 20910
Albert C. Pimental, Ex. Director

National Center of Law and the Deaf
Florida Ave. at 7th St., N.E.
Washington, DC 20002
Sy DuBow, Legal Director

Texas Commission for the Deaf
P. O. Box 12904, Capital Station
Austin, TX 78711
512/475-2492

APPENDIX M

ENGLISH AND AMERICAN SIGN LANGUAGE LINGUISTICS FOR INTERPRETERS

Course Description

A course to examine the structural and grammatical principles of American Sign Language and English. An introductory study of linguistics and semiotics will begin and problems of equivalency in English and American Sign Language will be studied. By incorporating linguistic information into the text analysis process, quality interpretations of English and ASL will result.

Course Objectives

1. To introduce basic principles and terminology of linguistics and semiotics.
2. To introduce and familiarize students with grammatical and structural principles of American Sign Language.
3. To introduce and familiarize students with grammatical and structural principles of English.
4. To familiarize students with recent, up-to-date literature in linguistic and semiotic fields of study.
5. To analyze linguistic information in order to produce appropriate equivalents in English and ASL.

Methods of Presentation

Lecture
Class discussion
Class exercises

Readings of literature
Guest lecturers
Handouts and reading lists

Sentences, paragraphs, and texts for analysis purposes.

Resources

Baker, Charlotte and Dennis Cokely. American Sign Language: A Teacher's Resource Text on Grammer and Culture. Silver Spring, Maryland: T. J. Publishers, Inc., 1980.

Eco, U. Theory of Semiotics. Bloomington, Ind.: Indiana University Press, 1976.

Klima, E. and U. Bellugi. The Sign of Language. Massachusetts: Harvard University Press, 1979.

Federlin, Tom. A Comprehensive Bibliography on American Sign Language: A Resource Manual. New York, N.Y., 1979.

Friedman, L. (ed.) On the Other Hand: New Perspectives on ASL. San Francisco, Calif.: Academic Press, 1977.

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Resources (cont'd.)

Wilbur, Ronnie B. American Sign Language and Sign Systems: Research and Applications. Baltimore, MD.: University Park Press, 1979.

Other texts on English grammer and linguistics can be obtained from the college/university or program with which you are associated.

Methods of evaluation

1. True/false and/or multiple choice objective exams
2. Book or article reports
3. Multiple choice exams on equivalents in English and ASL
4. Linguistic analysis of two texts

APPENDIX M

NON-VERBAL COMMUNICATION AS A SIGN LANGUAGE BASE/FOR INTERPRETERS

Course Description

The following syllabi and information attached are based on short-term learning modules written by Mr. Gilbert Eastman of Gallaudet College. Mr. Eastman expects to have a course and materials ready for publication and purchase in the near future. Individual programs can contact:

Gilbert Eastman, Chairman
Theatre Arts Department
Gallaudet College
Kendall Green
Washington, D.C. 20002

The following is a sequential series of readiness activities designed to help a student develop skills in communicating without words written by Gilbert Eastman.

Course Objectives

1. To develop manual communication skills using gestures and to be able to communicate in gestures (hands).
2. To develop the ability to think in signs, not in words (English signs, fingerspelling); to be able to express visual concepts by using gestures and to receive concepts by reading gestures.
3. To utilize vital elements of expressive communication: facial expression, body language, pantomime and gestures; of receptive communication: face-reading, body-reading, and eye training.
4. To provide an opportunity to understand the basic structures of ASL.

Course Criteria

1. Gestural communication between instructor-student, student-student, student-group.
2. Warm-up exercises (mini-calisthenics) at the beginning of each class.
3. Activities in communication using manual gestures only.
4. Homework based on activities assigned by the instructor.
5. Three quizzes based on preceding activities of gestural communication.
6. Individual gestural communication evaluation by the instructor on the last day. Instructor-student conference.
7. Grades will be based on the performance of each student in each class, the quizzes and final evaluation.

Non-Verbal Communication
page two

Course Activities

Name sign, greeting, lifeboat, facial expression exercises, change stick, mirror, picture exercises, classroom objects, position gestures, animals, food, transportation, actions, picture description, main street, sounds and motion pictures.

References

Kirchner, Suzie. Play It by Sign: Games in Sign Language. Northridge, Calif.: Joyce Motion Picture Company, 1974.

Markowicz, Harry. American Sign Language: Fact and Fancy. Washington, D.C.: Gallaudet College Public Service Publications, 1977.

Royster, Mary Anne. Games and Activities for Sign Language Classes. Silver Spring, MD: National Association of the Deaf.

NON-VERBAL COMMUNICATION-EASTMAN

INTRODUCTION

Sign Language has nothing to do with English or any spoken-written language. When you study Sign Language, it is not advisable to begin with "English" Signs. It has to begin with the ORIGIN of signs. A sign represents a concept, not an English word.

Studying Sign Language is like studying French. When one speaks French, you listen in French, think in French, and feel in French. Once you begin to think in English, you are not French any longer. Like American Indian Sign Language, you have to think, feel and listen to it. It is impossible to think in English while looking at an Indian signing.

Sign Language is "the speech of heart and mind, in which the whole soul finds expression for thought, feeling, and mood." With sign, we deal with the concept. I believe it is based on non-verbal communication (gestures, natural signs, symbol signs, etc.).

When I sign CAR, I think of it as a picture, not as an English word, c-a-r.

Sign WRITE, think of the concept of writing.

Sign HAPPY, think of the feeling of happiness.

Sign Language has its structure, its characteristics, and its ways of expressive meaning. The signs are put together to create its own "language," which has natural rules, true to the nature of any language.

Sign I BOUGHT A CAR, think of the concept or buying a car in the past.

Sign WRITE A LETTER, think of the concept of writing a letter.

Sign HE IS A HAPPY MAN, think of the man being happy.

It is a visual language or "pictorial" language. It is like music which has no words but is the language of sounds.

Rules in English are different than rules for Sign Language. We place signs in order according to Sign Language "rules." It has its idioms and slang. It has different styles: informal and formal (not signed English).

In studying Sign Language, it is very important to study the nonverbal portion first. It will help you understand and communicate better with the deaf. It will aid in gaining trust and developing rapport.

What is nonverbal communication?

It may be:
- Colors (red, yellow, green)
- Symbols
- Natural Signs (sleep, eat, book)
- Mime (bird, tree, walk)
- Body Language (nod, wink, yawn)
- Classes (wealth, poverty)
- Gestures (NO, STOP, COME)

All aspects just mentioned should not be overlooked. They are very important in our life. Nonverbal communication is the simplest communicaton in the world. Everday you use nonverbal communication without knowing it.

Daily Communication

Morning
Breakfast
Midmorning
Noon
Lunch
Midafternoon
Dinner

Evening
Night
Day
Week
Month
Year
Life

We should have a thorough knowledge, not only of the American Sign Language, but also of the culture of the Deaf Americans' social values, religions, customs (outgoings, tournaments, conventions, etc.), employments, and educationl methods.

Various technical aspects of nonverbal communication (mentioned previously) and Sign Language should be related to each other. Sign

Language alone will not give us the full meaning of what a person is signing. Many signs developed by the deaf are culturally determined. We must become aware of and understand the importance and functions of nonverbal communication.

Remember that language is a fundamental medium of expression, perhaps, the most flexible and many-sided. Like French, Russian, and English, Sign Language is a language in its own right.

Now, back to nonverbal communication. We will concentrate on gestures only...HAND gestures. (Facial expression, body language, and others will follow.) Gestures were used long before signs. Therefore, in any historical analysis, gestures should come first. Generally, a gesture is a movement of the body, head, arms, hands, or facial expression connected to an idea or emotion. It conveys a simple meaning.

Each HAND gesture may signify a meaning...or an idea or an emotion.

IT IS NOT A PANTOMIME!

BUT, a gesture is BASED on pantomime!

Non-verbal Communication as a Sign Language Base - Eastman

I. Survey of the Various Technical Aspects of Nonverbal Communication

  A. Gestures

  B. Natural signs

  C. Mime

  D. Body language

  E. Inflections

  F. Symbols Sign to Sign

II. Relationship and Significance of Nonverbal Communication to the Language of Signs

  A. Gestures to sign

  B. Natural sign to sign

  C. Symbol sign to sign

III. Signs Based on Gestures in "Robbery"
Two Characters: Robert and Victim

A.	Pistol	Rob
B.	Raise arms up	Surrender
C.	Hand forward/backward	Need
D.	Hand forward	Give
E.	Robber--mask/pistol	Thief
F.	Victim	None
G.	Wave one arm	Call for attention
H.	Badge/cap/pistol	Policeman
I.	Hands forward	Need help
J.	Fingerpointing	Show direction
K.	Pistol	I am robbed

IV. Basic Parts of Body

A. Five senses and sign related: sight, hearing, smell, taste, and touch

1. Sight: look, blind, shocked

2. Hearing: listen, loud, earache, sounds

3. Smell: scent, flowers, stink

4. Taste: eat, water, delicious

5. Touch: hurt, soft, earth

B. Two modes: Head (intellectual) and heart (emotional)

1. Head: remember, brilliant, dizzy

2. Heart: depressed, thrilled, happy

V. Different Actions

A. Vertical action: upward, downward, up-and-down

B. Horizontal action: toward, away from, to-and-from

C. Sideway action: rightward, leftward, side-to-side

D. Rotary action: rotational

E. Backaction: backward

1. Vertical: climb, heaven, descend, big

2. Horizontal: give, come, exchange

3. Sideway: escape, same

4. Rotary: always, time, cycle, year, hour

5. Back: yesterday, part, behind

VI. Gestures

A. Natural Signs, Mime, Drawing

1. Objects: book, tree, house

2. Actions: walk, drink, pour

3. Clothes: vehicles

Non-verbal Communication as a Sign Language Base - Eastman

B. Inflections

1. Positive - Negative
2. Singular - Plural
3. Shapes, lines, age, texture

C. Symbol Signs

1. Places: Paris, Japan
2. Positions: cross (priests), uniforms (policeman, soldier)
3. Directions: North, down, over there
4. Numbers: currency, race (contest)

VII. Difference and Similarities in Both Languages

ORAL	MANUAL
Speech	Sign
Hear	See
Sounds	Movements
Pronunciations	Discrimination
Words	Signs
English Language	Sign Language
"ear" training	"eye" training
"voice" training	"hand" training

Non-verbal Communication as a Sign Language Base - Eastman

WARM-UP EXERCISES

1) Yawn, stretch arms. 2) Stand erect, arms extended sideward at shoulder height, palms down. Circular motions forward with hands, then, backward. 3) Stand erect, arms down, shake hands loosely. 4) Arms extended sideward, shake hands loosely. 5) Reach for an imaginary apple from a tree with right hand. Don't pick the apple easily and quickly. Take time, trying to reach it with difficulty. After a period of reaching, change to left hand and continue reaching. Then, you may pick the "apple."

INTRODUCTION - NAME SIGN

You decide on a name sign for yourself. 1) Select several of your characteristics. 2) There may be several movements to make one name sign. 3) Determine one movement for your name sign and eliminate other movements. 4) You will sign your name. (e.g. "Me hair-curl.")

GREETINGS

1) Each must introduce his name sign. 2) Communicate in gestures only. 3) Five different gestures indicating the following: a) Hello b) How are you? c) Fine d) Thank you e) Good-bye. 4) Each person goes to a person and taps his shoulder: both communicate in gestures in order as listed above.

EYE TAG

The group forms a circle. The person who is "It" must wink at one of the participants who happens to look at the "It". The "tagged" person then looks for another person to wink at. Continue for about five minutes.

LIFEBOAT

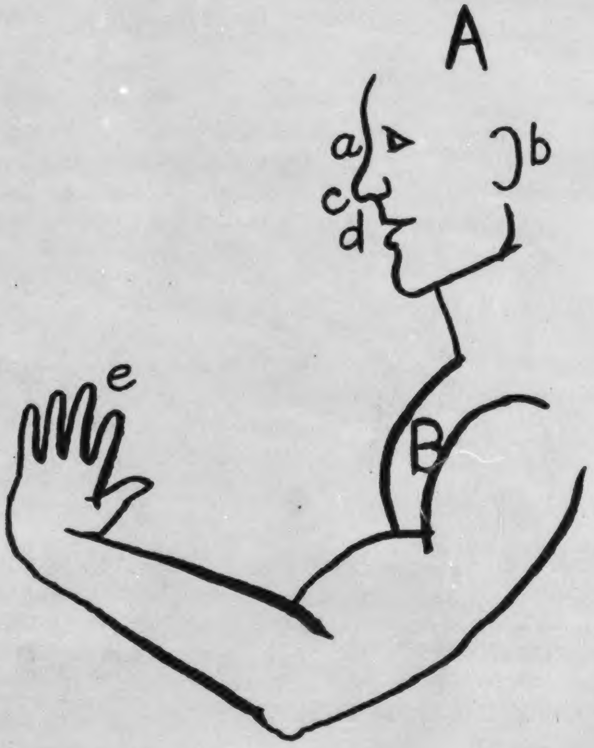
Have two persons "trapped" in an imaginary lifeboat. Each speaks a different language; unable to understand each other. (e.g., First is Amercian and second is Japanese). Both must communicate in gestures. HAND GESTURES ONLY. Don't act out or pantomime.

FACIAL EXPRESSION EXERCISES

Take two imaginary needles with thread. Tie one to your right cheek and the other to you left cheek. Begin slowly to pull right thread, then, left thread, then both at the same time. a) Tie to mouth and pull. b) Tie to eyes and pull. c) Tie to top of the head and pull. d) Tie to chin and pull. Pull any way you want.

BASIC PARTS OF BODY

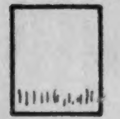
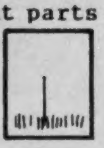
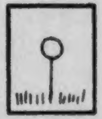
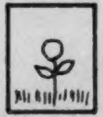
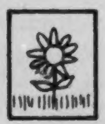
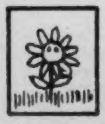
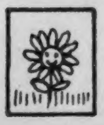
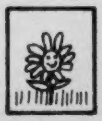
1) Five senses and signs related:
   sight, hearing, smell, taste, and touch.
   - a) sight: look, blind, shocked
   - b) hearing: listen, loud, earache
   - c) smell: scent, flower, stink
   - d) taste; eat, water, delicious
   - e) touch: hurt, soft, smooth
2) Two important parts:
   - a) head: remember, brilliant
   - b) heart: depressed, thrilled



Non-verbal Communication as a Sign Language Base - Eastman

PICTURE EXERCISE

Show a picture of a flower #1 - preferably in a catoon-style drawing. (e.g., a flower with a face/eyes/mouth. Have separate drawings indicating different parts of the flower.)

grass / stem / face / leaves / petals / eyes / mouth / flower

A person must gesture each drawing. It will help you to develop a clear picture in gestures.

POSITION GESTURES

Show a picture of a house. Each takes an object from the picture (only four objects are visible: roof, window, chimney, and sky). POSITION gestured objects according to the picture.

DIFFERENT PICTURES

Both pictures have soldiers but with different characteristics. Both pictures have some similiar objects but different situations. Comparison of objects: observe the weights, textures, and colors. This activity will help you to increase your visual observation.

CLASSROOM OBJECTS

Take one object from the classroom. Show a gesture for the object. There may be several movements to make one gesture. Have each person gesture a different object in the room. Put it all together to give a picture. Each person must decide to put it in order.

FOOD

Cards of food (printed). Describe food in gestures. There may be several movements to make one gesture. Determine one movement for food and eliminate other movements. The original sign for food may be based on a gesture which is accepted and understood.

MIRROR

Partners (2). One person makes nonsense hand movements, the partner as a mirror imitates the movements. This exercise should continue for several minutes and then exchange roles. Work for another several minutes. 1) Do not use signs. 2) Do not look at the moving person's hands. 3) Look at the moving person's face.

CHANGE STICK

Group in a circle. First member brings an imaginary stick to the center and tries to change it to a new object in stick form. Another member comes to the center person and gets the new object (first member returns to the circle). The second member changes the stick form to another object and so on. Continue until all members in the circle have formed different objects in stick form (e.g., fishpole, baseball bat, hoe, javelin, etc.).

AMERICAN COCKTAIL PARTY

Cards of names of states of the United States (printed). Imagine yourself in the party; meet people; introduce yourself to them; and tell your "home" state in gestures. Each state may have a gesture with several movements to indicate the state. Determine one movement and eliminate the other movements. Each explains his/her reason for choosing the particular movement. It may become a sign. Each gesture for a state is developed from a characteristic of the state.

ACTION

Cards of names of actions (printed) (e.g., listen, eat, drive, sleep, see, etc.). Each student with a card must show an appropriate hand gesture for the action named on the card. Then, choose one action from the cards and show different gestures.

STORY-TELLING

A story is to be completed by all members of a selected group. Form in a circle so all can see each other. The first member starts a story with several gestures; the second continues by adding on another gestures an so on. It must continue until all have supplied gestures to build a story. This helps to retain train of thought to read gestures. Also, gives both expressive and receptive practice in gestures.

MESSAGE PASS

Several groups are in a race. The messenger gives a message to the first person in each group. First person relays the message as quickly as they can to the second person, and so on. The last person of either group who receives the message first, wins. However, the message must be as accurate as possible for the groups. This will help you remember not just what the message is about but also the gestures in order of presentation. Also, it will help you speed up your own gesturing.

BALL PASS

The leader begins by forming an imaginary object, (e.g., ball) and passes it to the next person; the second person passes the "ball" to the third person. It must continue until all members have passed the ball. NOTICE: Observe the size of the ball and the weight. After all members have passed the "ball", continue by changing the ball to different sizes.

APPENDIX M

AUDIOLOGY AND ETIOLOGIES OF DEAFNESS

This course was obtained from DeKalb Community College, Clarkston, Georgia, and the Coordinator of Interpreter Training, Anna Marie Rinaldi. We gratefully acknowledge their cooperation and spirit of sharing.

COURSE DESCRIPTION

A study of audiology principles including the use of an audiometer, audiological vocabulary, reading and audiogram, types of hearing losses, medical treatment for types of hearing losses, and the use of a hearing aid, etiologies of deafness and their relationship to hearing loss with particular study of heredity deafness.

BASIC TEXT

Audiology, Third Edition. Newby, Hayes A. Prentice-Hall, Inc., New Jersey, 1975.

REQUIRED SUPPLEMENTARY READINGS

About Heredity and Deafness. Public Service Programs, Gallaudet College, 1975.

OBJECTIVES OF THE COURSE

Provide background information on the principles of audiology, audiological testing, audiograms, etiologies of deafness, medical aspects of deafness, hearing aids and terminology associated with medical aspects of deafness.

SPECIFIC OBJECTIVES

A. Explain the definition and characteristics of deafness including descriptions of profound, severe, moderate, and mild deafness.

B. Describe the types of deafness and the implications of each type.

C. Describe audiological testing procedures including pure tone, bone conduction, free field testing and speech perception.

D. Describe an audiogram and the various aspects of the graph.

E. Identify the various etiologies of deafness - past and present.

F. Discuss the medical aspects of deafness including corrective procedures, new technology to correct a hearing impairment including accupuncture, cochlear implant, stapedectomy.

G. Describe the fitting and use of hearing aids and their benefits to hearing impaired persons.

H. Explain and define the terminology connected with the audiological aspects of deafness including the terms: decibel, audiogram, frequency, ear mold, transducer, etc.

I. Discuss hereditary deafness and its implications.

COURSE CONTENT

I. Physics of Hearing
  A. Sound
    1. Vibration
    2. Sound waves
  B. Attributes of sound
    1. Frequency

2. Intensity
3. Spectrum
4. Phase
5. Masking

II. Human Mechanism of Hearing

A. Outer ear
    1. Vocabulary
    2. Functions
    3. Relation to hearing

B. Middle ear
    1. Vocabulary
    2. Functions
    3. Relation to hearing
    4. Defects

C. Inner ear
    1. Vocabulary
    2. Functions
    3. Relation to hearing
    4. Defects

III. Audiology

A. Definition of the profession

B. Audiometer
    1. Function
    2. Types of audiometers

C. Audiological testing
    1. Types of tests

        a. Pure tone
        b. Bone conduction
        c. Speech
            1). Speech reception threshold
            2). Discrimination
            3). Tolerance level
    D. Techniques of Testing
        1. Ear phones
        2. Free field
    E. Audiogram
        1. Types of Audiograms
        2. Vocabulary on audiogram
            a. Decibel - Hertz
            b. Frequency
        3. Interpreting the audiogram
IV. Types of Hearing Loss
    A. Conductive impairments.
    B. Sensori-neural impairments
    C. Mixed hearing loss
    D. Conditions
        1. Tinnitus
        2. Dysacusis
        3. Recruitment
        4. Diplacusis
    E. Levels of hearing loss
        1. Mild

        2. Moderate
        3. Severe
        4. Profound

V. Etiologies of Hearing Loss

    A. Congenital malformations
        1. Rubella
        2. RH factor
        3. Birth injury
        4. Anoxia
    B. Implanted wax
    C. External otitis
    D. Otitis media
    E. Allergy
    F. Otosclerosis
    G. Presbycusis
    H. Drugs
    I. Noise Induced
    J. Injury
    K. Hereditary
    L. Trauma

VI. Treatment of Hearing Loss

    A. Use of drugs
    B. Surgery
        1. Mastoidectomy
        2. Tympanoplasty
        3. Myringoplasty

4. Staples surgery

VII. Hearing Aids

- A. History of hearing aids
    1. Air trumpets
    2. Cupped hand
    3. Early mechanical aids
- B. Electric hearing aids
    1. Body aids
        - a. Monaural
        - b. Binaural
        - c. Y-chord
    2. Ear level aids
    3. Bone conduction vibrators
- C. Effectiveness of hearing aid
    1. Distance
    2. Noise
    3. Hearing loss types
    4. Tolerance
- D. Auditory training equipment
    1. FM systems
    2. Hand-wire systems

EVALUATION

A written examination will be administered at the end of the course covering the material presented in the course and in the required readings. Students will need to score 70 percent or better on the examination to pass the course.

RESOURCES

Corliss, Edith L. R. Facts About Hearing and Hearing Aids. Washington: National Bureau of Standards, 1971.

Discusses briefly the cause and treatment of hearing impairment. Provides advice on selecting, using, and caring for a hearing aids References.

Davis, Hallowell and Silverman, Richard S. Hearing and Deafness. Holt, Rinehart, and Winston, 1970.

A comprehensive textbook for those who wish to explore the needs and possible remedies for deafness. It is also a summary of the present status and state-of-the-art of audiology. At the end of each chapter, it provides a guide to the literature in the form of lists of suggested readings.

Hellerburg, Marilyn. Your Hearing Loss - How to Break the Sound Barrier. Nelson-Hall, 1979.

This down-to-earth book provides a wealth of information on hearing loss. Using a question and answer format, it translates techncial information into everyday language. The first part of the book is entitled "What Do I Need To Know About Hearing Loss" and supplies essential background information on types, causes, and symptoms of hearing failure. Part II, "What Can I Do to Overcome My Hearing Loss," deals with how one can compensate for what cannot be corrected.

Sanders, D. Aural Rehabilitation. Englewood Cliffs, New Jersey: Prentice-Hall, 1971.

The nature of communication problems arising from impaired hearing is examined within a step-by-step theoretical framework.

Staab, Wayne J. Hearing Aid Handbook. Blue Ridge Summit, PA.: G/L Tab Books, 1978.

Detailed, technical description of the contemporary hearing aid. Also, includes a chapter on the decibel and a bibliography.

APPENDIX M

TRANSLITERATING AND ENGLISH SIGN SYSTEMS

Course Description

A course to acquaint interpreting students with the variety of English Sign Systems and become knowledgeable as to their use and application. Particular attention will be focused on Preferred Signs for Instructional Purposes as these signs were developed specifically for use in Texas. A major portion of the couse will concentrate on techniques of transliterating and speed of translation.

Course Objectives

1. Given readings and lectures on English Sign systems, students will be able to list, define, and use appropriately two English Sign systems.
2. After demonstration and practice sessions, student will be able to visually demonstrate transliteration techniques in two separate occasions for approximately 15 minutes each.
3. Given a fully written text, the students will be able to analyze and transliterate and audio-video tape at moderate speed (100-120 wpm) and correctly tranliterate the fourth tape with 85% accuracy.
4. Given an abstract or outline of a text, students will be able to analyze and transliterate an audio-video tape at a moderate speed (100-120 wpm) and correctly transliterate the fourth tape with 90% accuracy.
5. Given a setting and topic of a text, student will be able to transliterate and audio-video tape at normal conversational rate (130-160 wpm) and correctly transliterate the fourth tape with 85% accuracy.
6. Given an audio-video tape of a text, transliterate at normal conversational rate (130-160 wpm) and correctly transliterate the second tape with 90% accuracy.

Methods of Presentation

Lecture
Readings
Demonstration

Class drill and practice
Audio-video tapes
Videotape for feedback and critique

Resources

Educational Module: For the Instructor, Teaching Interpretation Skills Interpreter Training Curriculum Development Project.

Resources (cont'd.)

Anthony, David A. Seeing Essential English Manual. Volumes I and II. Anaheim, Calif.: Anaheim High School District, 1971.

Bornstein, H. "A Description of Some Current Sign Systems Designed to Represent English," American Annals of the Deaf, 118:3 (1973), pp. 454-463.

Bragg, Bernard. "Amelish - Our American Heritage - A Testimony," American Annals of the Deaf, V118,n6 (Dec. 73), pp. 672-674.

Federlin, Tom. "H. Sign Systems Designed to Represent English," A Comprehensive Bibliography on American Sign Language: A Resource Manual. New York, N.Y., 1979.

Gustason, G.; Pfetzing, D.; and Zawolkow, E. Signing Exact English. Supplement I (1973) and Supplement II (1975). Rossmoor, California: Modern Sign Press.

Gustason, G.; Pfetzing, D.; and Zawolkow, E. "The Rationale of Signing Exact English," The Deaf American, 27:1 (1974), pp. 5-6.

McClure, William J. "The Rochester Method and the Florida School," American Annals of the Deaf. V120,n3 (Jun 75), pp. 331-340.

Miles, Arthur C. "Cued Speech," American Education, Nov. 1967.

Methods of Evaluation

1. True/False and Multiple Choice exams

2. Performance as per Course Objectives

APPENDIX M

PRACTICUM AND INTERNSHIP

Course Description

Observation of the interpreting process in various situations and the use of interpreting skills in practical applications. Practicum experiences are to take place during school/work hours and require 45 to 50 hours. Internship is a summer or semester requiring 240 hours or 20 hours a week for 3-4 months. Emphasis will be in on-the-job training and exposure to and experience in professional work situations.

Course Objectives

To provide professional interpreting experience and observation for interpreter trainees in a variety of situations. Each trainee will be observed, supervised, and provided feedback by faculty interpreter trainer and practicum/internship supervisor.

Course Content

Interpreting assignments will be given to each trainee according to modules and course work completed. Possible practicum and internship experiences can be provided through:

1. Texas Commission for the Deaf (TDC)
2. Local TCD Community Councils
3. Local Service Providers:
    - Deaf Action Center
    - Travis County Services for the Deaf
    - Goodrich Center for the Deaf
4. Texas School for the Deaf
5. Regional Day School Programs

7. Post-Secondary Programs
8. State Facilities with Deaf Programs:
    - State Hospital
    - State School
    - Local MH/MR
9. Private Industry:
    - Motorola
    - IBM
10. State and Federal Agencies:
    - Dept. of Human Resources
    - Texas Education Agency
    - Internal Revenue Service
    - Social Security Admn.

Evaluation

Trainees will be evaluated on a weekly basis by both the faculty interpreter trainer and the practicum/internship supervisor. The trainer will strive for objective evaluations based on studies of modules to be shared with each trainee on a weekly basis. Evaluation forms should follow performance of learned information and study from the module(s). Forms should include knowledge and preparation for situation, arrangements for environments, ethical behavior, and interpreting abilities.

APPENDIX M

SPECIALIZED COURSE WORK

Sign Language Teaching

As ASL is accepted as a language and more information is discovered, we improve our abilities to teach this language to others. Because many interpreters are fluent in ASL, they become teachers of ASL. Sign Instructors Guidance Network (SIGN) and the NAD's Communication Skills Program (CSP) have recommended that ASL be taught as a second/foreign language. The following resources are some of the newest information in the field about second language teaching of ASL.

Baker, Charlotte and Dennis Cokely. Silver Spring, Md.: T. J. Publishers, Inc., 1980.

American Sign Language: A teacher's resource text on grammer and culture.
American Sign Language: A teacher's resource text on curriculum, methods, and evaluation.
American Sign Language: Student Text.

Burke, D. "Sign Language Instructor Training Issues: Accreditation, Certification, Professionalism," *Deaf American*, 31:11, July-August, 1979. p. 9.

Dicker, Leo. *Facilitating Manual Communication for Interpreters, Students, and Teachers*. Silver Spring, Md.: National Registry of Interpreters for the Deaf, 1978.

Ingram, Robert. *Principles and Procedures of Teaching Sign Languages*. Carlisle, England: British Deaf Association, 1977.

Sign Instructors Guidance Network, National Association of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910.

Interpreter Coordinator

As more agencies and service providers use and hire interpreters, the need for a full-time Interpreter Coordinator grows. This person is responsible for scheduling, assigning, making reports, interpreter upgrading, recruitment, supervision, bookkeeping work related to interpreter services, and other responsibilities. Many interpreters graduating from Interpreter Training Programs could qualify for these jobs so this course would give them some background preparation for these responsibilities.

Carlson, R. and McCready, J. *Outline for Consumer Education Workshop*. St. Paul, Minn.: St. Paul Technical Vocational Institute, 1977.

Dept. of Health, Education, and Welfare. *Program Regulation Guide* (on interpreter services). Washington, D.C.: DHEW, Rehabilitation Services Administration, 1977.

Ingram, R. "Teaching Deaf Students How to Purchase and Use Interpretation Services," Deaf American, 29:9:3-6.

Registry of Interpreters for the Deaf. RID Suggested Fee Schedule. Silver Spring, Md.

Roy III, W. F. Coordinator of Interpreters Report: 49th Biennial CAID Meeting. 1979. (available through RID, 814 Thayer Ave., Silver Spring, Md. 20910 or W. F. Roy, III, 1006 Bouldin, Austin, Tx. 78704).

Texas Commission for the Deaf. Interpreter Legislation and Suggested Fee Schedule for Texas. 1980.

Redden, Martha R. Barrier-Free Meetings: A Guide for Professional Associations. Washington: American Assn. for the Advancement of Science, 1976.

Lloyd, Glenn, ed. Guidelines for Effective Participation of Deaf Persons in Professional Meetings. Washington: Dept. of Health, Education, and Welfare, 1971.

APPENDIX N

INTERPRETATION MODULES

Preface

This course is composed of many self-paced modules based on various situations in interpreting. Each module is composed of five units: Settings; Vocabulary; Special Considerations: Ethics, Position, and Environment; General Considerations: Dress, Compensation, and Etiquette; and Interpreting. The Interpreting unit is divided into three parts: Interpreting from spoken English to American Sign Language/Pidgin Sign English, Interpeting from American Sign Language/Pidgin Sign English to spoken English, and Interpreting between languages. Each module has a student handbook/notebook for the students to use and keep as reference texts. A teacher guide for teacher preparations and resources is included. Much of the instruction is individualized for self-paced learning.

Philosophy and Educational Design

These modules were designed to encourage students to be responsible for their own learning. Materials and learning are based on previous course work: Introduction to Interpreting, American Sign Language Linguistics for Interpreters, Deaf Culture, and Non-Verbal Communication for Interpreters; and self-initiated searches for information. Objectives were developed to inform the student what should be accomplished by the end of each unit and can be used as pre/post evaluation by the instructor. It is strongly recommended that weekly seminars be held with Interpretation students to reinforce experiences and provide a forum for discussion and shared problems. Class activities are included within the handbooks but can be deleted, done individually, or performed at times convienent to the students and instructor by pre-arrangement.

The Interpreting modules are laboratory work. A preferred classroom design is tables or booths for individualized study with instructor(s) monitoring; adjoining access to audio/video language labs for consistent aid and instruction from the instructor(s) and a quiet seminar room to one side or across the hall. Students can record interpreting onto audio tapes in language lab booths; videotaping takes place in an adjoining studio to language lab (Appendix R).

Module Objectives

The terminal goals are not meant to be accomplished during the lab work but rather during practicums and internships. Enabling objectives must be mastered before work can continue. Instructors must design objective tests to measure accomplishment or mastery of these objectives. Role-plays and performances must be well thought out and rehearsed to be most effective.

Module Format and Style

All modules have the same format:
Settings
Vocabulary
Special Considerations: Ethics, Position, and Environment
General Considerations: Dress, Compensation, and Etiquette
Interpreting: English - ASL/PSE
ASL/PSE - English
Between two languages

All modules should be written in the same style with narrative explanations in the left column and exercises, activities, and student notes in the right column. Below are resources compiled for each module, except the Education Module which is fully developed.

Module Resources

Medical/Mental Health

Altschulter, K. and Rainer, J. Mental Health and the Deaf: Approaches and Prospects. Washington, D.C.: Dept. of HEW, 1969.

Brauer, B. "Mental Health and Deaf Persons: A Status Report," Gallaudet Today, 9:1, 1978.

DiPietro, L. Deaf Patients: Special Needs, Special Responses (videotape and booklet). Washington, D.C.: The National Academy of Gallaudet College, 1979.

Hamilton, R. Interpreting in the Psychological Setting. New York, N.Y.: New York University Center on Deafness.

Professional Rehabilitation Workers with the Adult Deaf (PRWAD, now ADARA). Preparation of Pyschological Service Providers to the Deaf. (PRWAD Monograph #4, report of a conference in Spartenburg, S.C.) 1977.

Schlesinger, H. and Meadow, K. Sound and Sign: Childhood Deafness and Mental Health. Berkeley, Ca.: University of California Press, 1974.

St. Paul Technical Vocational Institute. Manual of Medical Sign Language Improving Health Care Delivery for Deaf People. St. Paul, Minn., 1974.

Straub, Edward. "Interpreting for the Deaf in a Psychiatric Setting," Journal of Rehabilitation 10:2:15-21.

University of California and Deaf Media, Inc. Doctor, I'm Deaf. Berkley, Ca., 1978. (available from Ohlone College, Fremont, Ca.)

Vidrine, J. Birth Control, Sexuality, VD, Hospital/Surgery. New Orleans, La.: Delgado College, Manual Communication Dept., 1977.

Vidrine, J. *Medical Terms, Employment, Legal*. New Orleans, La.: Delgado College, Manual Communication Dept., 1977.

Woodward, J. *Signs of Sexual Behavior*, 1979. *Signs of Drug Use*. 1980, Silver Spring, Md.: T. J. Publishers, Inc..

Religious

Bearden, Carter. *Handbook for Religious Interpreters for the Deaf*. Atlanta, Ga.: Home Mission Board of the Southern Baptist Convention, 1975.

Social Services

Ingram, Robert. Providing Services to Deaf Clients: The Role of the Interpreter (unpublished paper delivered at Third National Symposium, National Association of Social Workers, New Orleans, 1972). Silver Spring, Md.: Registry of Interpreters for the Deaf.

Rehabilitation/Employment

Bird, Barbara J. and Smith, T. Michael. *Communication Needs of Deaf People in Industry* (Technical Report #2). Rochester, New York: National Technical for the Deaf, Interpreter Education Program.

Caccamise, F. et al. *Technical Sign Booklets Manual I: Project Overview - Videotaped and Printed Materials for Signs and Fingerspelled Words Used in Academic and Career Environments*. Rochester, N.Y.: NTID, 1975.

Ingram, R. "Scientific Theory in Interpretation and Rehabilitation-With Special Reference to the Severely Handicapped Deaf" in *Deafness Annual V*. Silver Spring, Md.: American Deafness and Rehabilitation Assn., forthcoming.

Prickett, Bill and Rash, Norman. "Use of Interpreters in the Vocational Rehabilitation Process," *Journal of Rehabilitation of Deaf* 9:4:11-15.

Vidrine, J. *Medical Terms, Employment, and Legal*. New Orleans, La.: Delgado College, Manual Communication Dept., 1977.

Artistic

Hovland, Carroll. "Literature Can Live Through Signs." *American Annals of the Deaf*, 120:558-564.

Proceedings of RID Summer Workshop on Artistic Interpreting. Silver Spring, Md.: NRID, 1979.

Telephone/TV

Interpreting Television for Hearing Impaired Viewers: A Guidebook for Producers and Interpreters. Instructional Television Chairperson, National Technical Institute for the Deaf, One Lomb Memorial Drive, Rochester, New York, 14623.

Oral

Alexander Graham Bell Assn. for the Deaf, National Technical Institute for the Deaf, and the Registry of Interpreters for the Deaf. *Oral Interpreting Curriculum 1979* (available from NRID, Silver Spring, Md.).

Berger, K. *Speechreading: Principles and Methods*. Baltimore, Md.: National Educational Press, 1972.

"Guideline for the Preparation of Oral Interpreters: Support Specialists for Hearing Impaired Individuals," *Volta Review* 77:342-362.

Nickerson, R. "Characteristics of the Speech of Deaf Persons," *Volta Review* 77:342-362.

Northcott, W. "The Oral Interpreter: A Necessary Support Specialist for the Hearing Impaired," *Volta Review* 79:136-145.

Deaf-Blind

Criss Cole Rehabilitation Center. Patti Moore, Specialist for Deaf-Blind. 4800 N. Lamar, Austin, Texas 78756. Phone: 512/454-4721.

DiPietro, L. *Guidelines on Interpreting for Deaf-Blind Persons*. Washington, D.C.: Gallaudet College, Public Service Programs, 1978.

English, J., ed. "Usher's Syndrome" (special journal issue). *American Annals of the Deaf*, 123:357-422.

New York University. *Modified Manual Communication for Deaf-Blind Children*. New York University Deafness Research and Training Center.

Regional Developmental Disabilities Information Center. *Deaf-Blind Workshop*. Madison, Wisconsin.

Smith, Theresa. *Guideline on Working/Playing with Deaf-Blind Individuals* (unpublished paper). Seattle, Wash.: Seattle Community College, 1977.

Yoken, Carol. *Living with Deaf-Blindness: Nine Profiles*. Washington, D.C.: The National Academy of Gallaudet College, 1979.

Legal

Caccamise, F. and Norris, C. *Silent Siren: Signs and Communication Suggestions for Law Officials*. Eureka, Ca.: Alinda Press, 1976.

Center for Adminstration of Justice. *Manual for Evaluation in Legal Certification* (revised). Silver Spring, Md.: NRID, 1979.

Chatoff, Michael. "Legal Interpretings," *Journal of Rehabilitation of the Deaf*, 9:3:22-24.

DuBow, Sy. "Federal Actions on Interpreters and Telecommunications," *American Annals of the Deaf* 124:93-96.

Foret, A. and Petrowske, M. A Manual and Dictionary of Legal Terms for Interpreters for the Deaf. Detroit, Michigan: Wayne State University Law School, Center for Administration of Justice, 1976.

Gilbart, H. Legal Seminar and Mock Trial. Clearwater, Fla.: Florida RID, 1972.

Myers, Lowell. The Law and the Deaf. Washington, D.C.: Dept. of HEW, 1964.

National Center for the Law and the Deaf Newsletter. (published four times per year by Gallaudet College, NCLD).

Texas Commission for the Deaf, P. O. Box 12904, Capitol Station, Austin, Tx. 78711 512/475-2492 (V/TTY)

Texas Register, Office of the Secretary of State, Capitol Station, Austin, Tx 78711.

Vernon, McCay, and Coley, Joan. "Violation of Constitutional Rights: The Language Impaired Person and the Miranda Warnings." Journal of Rehabilitation of the Deaf 11:4:1-7.

APPENDIX O

EDUCATION MODULE

INTERPRETATION MODULES

Preface:

This course is composed of many self-paced modules based on various situations in interpreting. Each module is composed of five units: Settings; Vocabulary; Special Considerations: Environment and Ethics; General Considerations: Dress, Compensation, and Etiquette; and Interpreting. The Interpreting unit is divided into three parts: Interpreting from spoken English to American Sign Language/Pidgin Sign English, Interpreting from American Sign Language/ Pidgin Sign English to spoken English, and Interpreting between Languages. Each module has a student handbook/notebook for the students to use and keep as reference texts. A teacher guide for teacher preparations and resources is included. Much of the instruction is individualized for self-paced learning.

Philosophy and Educational Design:

These modules were designed to encourage students to be responsible for their own learning. Materials and learning are based on previous course work: Introduction to Interpreting, American Sign Language Linguistics for Interpreters, Deaf Culture, and Non-Verbal Communication for Interpreters; and self-initiated searches for information. Objectives were developed to inform the student what should be accomplished by the end of each unit and can be used as pre/post evaluation by the instructor. It is strongly recommended that weekly seminars be held with Interpretation students to reinforce experiences and provide a forum for discussion and shared problems. Class activities are included within the handbooks but can be deleted, done individually, or performed at times convenient to the students and instructor by pre-arranged time periods.

The Interpreting modules are laboratory work. A preferred lab/classroom design is tables or booths for individualized study with instructor(s) monitoring; adjoining access to audio/video language labs for consistent aid and instruction from the instructor(s) and a quiet seminar room to one side or across the hall. Students can record interpreting onto audio tapes in language lab booths; videotaping takes place in an adjoining studio to the language lab (Appendix R).

Module Objectives:

The terminal goals are not meant to be accomplished during the lab work but rather during practicums and internships. Enabling objectives must be mastered before work can continue. Instructors must design objective tests to measure accomplishment or mastery of these objectives. Role-plays and performances must be well thought out and rehearsed to be most effective.

Unit: Educational Settings

Terminal Goal: Being exposed to an educational setting, determine the
(1) the type of setting,
(2) the function of the interpreter, and
(3) the language/system of the setting.

Enabling Objectives: During this unit, you will become able to:

1. List the three interpreting settings, describe two educational situations for each of the settings, and explain the function of the interpreter within each educational setting.

2. Describe two ways to determine the appropriate language/system of a situation.

3. Use the guidelines presented to match the appropriate language/system of five given situations. Explain your selection.

4. Analyze the information presented by five speakers and fill out a Speaker Observation Questionnaire for each one.

INTRODUCTION

NOTES

You will recall that the topic of "settings" was discussed in the Introduction to Interpreting course which you have already completed. In that course, you were given general information related to interpreting settings. This unit is built on the knowledge you mastered in the introductory unit. You may want to review those objectives before proceeding.

OBJECTIVE #1: LIST THE THREE INTERPRETING SETTINGS. DESCRIBE THE FUNCTION OF THE INTERPRETER. GIVE TWO EDUCATIONAL SITUATIONS FOR EACH SETTING.

There are three specific interpreting settings which may be found in any kind of interpreting assignment. They include one-to-one, small group, and large group. You will recall that the number of persons involved in the flow of communication is the primary basis for determining the type of setting in which you are involved.

List the three settings:

1.

2.

3.

In all of the settings you will have an interpreter along with deaf and hearing individuals. The number of persons involved in the exchange of communication will vary with each setting.

1. One-to-One

In the one-to-one setting, there will always be three persons, and occasionally there will be an observer who is not actively participating in the conversation. That observer might be a parent, a teacher, a school nurse, or almost anybody.

SETTING: One-to-One

There are always ______ people in this setting.

These people include:

____

____

____

What are some one-to-one situations you might find in educational interpreting?

1. a deaf student applying for financial aid

2.

3.

What is the function of the interpreter in the one-to-one setting?

That's right! The interpreter's function is to facilitate communication and interpret only. That function will never change. If you have been hired as an interpreter, your responsibility is to enhance the exchange and flow of communication between the parties involved.

2. Small Group

There are times when you might be employed in a dual role position. When that happens, your function will change according to the situation. If you are hired as a secretary/interpreter or as a tutor/interpreter, your role and function is more complex and requires much judgment and skill in order to keep the roles separate. Guidelines in this situation should come from your supervisor or may be found in your job description. It is important that you and the others in the situation know which role you are in at any given time.

SETTING: Small Group

There are _____ to __12__ people in this setting.

These people include:
the interpreter
the deaf person(s)
the hearing person(s)

What are some of the small group situations you might encounter in educational interpreting?

1. classroom
2.
3.

The role of the interpreter is to be a communicator of information, unless otherwise specified by job description or supervisor.

3. Large Group

The large group setting includes any group larger than 12. This might be a workshop hosted by the Texas Education Agency, a PTA meeting, or a faculty meeting. You will want to ask yourself the same questions as those listed on the previous page in order to better understand the needs of those involved for whom you will be interpreting.

In the large group setting, it is also good to know beforehand who is speaking and what the major activity will be. This will help you prepare.

SETTING: Large Group

There are _____ or more people in this setting.

Some important information you must know about the people involved:

____

____

____

What are some additional large group situations which might occur within educational interpreting?

OBJECTIVE #2: DETERMINE THE APPROPRIATE LANGUAGE SYSTEM OF A SITUATION.

As you go into educational situations, you will need to know the language, the style of language, or the system of language being used. The best advice is "Be Prepared!" Four guidelines for determining the appropriate language/system for an educational system are:

1. Meet your client beforehand and ask for language/system preference.
2. Meet your client beforehand, engage in casual conversation, and make a determination as to the language/system being used by that person.
3. Your employer or job description will dictate the language/system used and you agree to that by signing a contract of employment.
4. You make a judgement call. This occurs usually when you are unexpectedly thrust into a situation. Begin by using PSE and through facial expression, vocal expression, and observation, determine any changes which need to be made.

ACTIVITY #1: Now you and a classmate roleplay a client and an interpreter; meet each other beforehand and ask for a language/system preference. Below write three sentences that you decide are best for asking preference.

1.

2.

3.

You may be unexpectedly thrust into a situation or additional people may enter a situation in progress. This will require an "on-the-spot" determination of language/system. Most interpreters do this because they make judgements about the situation, the age of the client(s), the socio-economic status, and the language/system they first see. Think about the following:

1) What is the educational situation?

  - meeting at the Texas Education Agency?
  - a class in graduate school?
  - a parent visiting his child's teacher?

2) What is the age of your client?

  - young? - middle-aged? - elderly?

3) What is the socio-economic status of the clients involved?

  - job type?
  - ethnic or minority group?
  - clothes?

4) What is the language/system and style of language of the people involved?

  - does the client greet you in English, ASL, PSE, MCE, or what?
  - is the person(s) vocabulary sophisticated or casual?

ACTIVITY #2: Now roleplay meeting each other; engage in casual conversation and make a determination about the language/system being used. See if you make a correct determination and if not, discuss it with your "client".

NOTES

ACTIVITY #3: Complete these examples. When you are finished the instructor will have the answers.

Example #1

You are hired to interpret for a technical program advisory committee meeting at a junior college. When you arrive you find several deaf and hearing persons. All are dressed in suits and dresses. What language/system will you use to greet your clients?

____

Why? ____

____

Example #2

You are hired to interpret for a parent-teacher conference. When you arrive your clients are deaf parents, their five-year old hearing daughter, and a teacher of kindergarten who is hearing. All, except maybe the child, are nervous and ill-at-ease. With which language/system will you introduce yourself?

____

Why? ____

____

OBJECTIVE #3: MATCH THE APPROPRIATE LANGUAGE/SYSTEM. EXPLAIN WHY YOU MADE THE SELECTION.

Example #3

You are to interpret the superintendent's welcoming remarks to the staff and faculty of the residential school for the deaf. The superintendent is deaf. What language/system will you decide to use?

____

Will your style of language/system make a difference?

____

____

ACTIVITY #4: Go to the instructor and request the self-test videotapes. Mark the language/system being used and give the reasons for your choice.

OBJECTIVE #4: OBSERVE SPEAKERS. FILL OUT SPEAKER OBSERVATION QUESTIONNAIRE.

Speaker Observation

In the study of a particular aspect of interpreting, it is important to meet and know the professionals who specialize in that field. These deaf and hearing professionals will discuss their particular programs and provide a foundation for the interpreting process within education.

Resource persons should be selected from each of these:

Integrated Situations: elementary-college
public schools
junior colleges
senior colleges/
universities
technical colleges
Regional Day School Programs for the Deaf
Continuing Education
Residential Schools
Professional Meetings/Workshops

Each speaker should discuss:

a. the variety of situations within their program: classroom, labs, one-to-one, large group meetings;

b. the function of the interpreter within each setting: what is the role of the interpreter? (ethically and/or as required by the job description), does the interpreter function in a dual role?; and

c. educational policies and procedures: language/system used in program, supervisors, salary or wage, age groups, rules, etc.

As you observe each of these speakers, fill in the answers about the individual program on your Speaker Observation Questionnaire.

SPEAKER OBSERVATION QUESTIONNAIRE

Date: ____________________

Name of Speaker: ________________________________

Program of Speaker: __________________________________

1. What kinds of settings were mentioned?

2. What is the role and function of the intepreter as defined by the speaker?

   Was there a job description for the interpreter which explained the function expected?

3. What language/system is used in this educational program?

4. Who supervises the interpreters in this program? How many interpreters are hired?

5. What is the salary/wage paid to the interpreters? Are there other benefits?

6. Give information about the clients served: i.e., who they are, their ages, etc.

7. Are they any specific rules or regulations the interpreters are required to follow?

COMMENTS:

TEACHER'S GUIDE

Suggested Preparations, Resources, and Activities:

Objective #1

Prepare possible answers for the situations in three types of settings, how many people in the settings, and information about the people involved for large groups. Most answers can be found in the Introduction course material.

Objective #2

Have a check sheet with sentences for asking language/system preference, Activity #1, and with answers for Activity #3.

Suggested answers:

#1 Manually Coded English (MCE)
Why? Because it is a college meeting and a formal meeting; everyone is most likely school educated and it is presumable that your clients will want English in the style or register it is presented. However, this is also an advisory committee and may be composed of community persons so be aware of it and be receptive to your clients responses which may be casual, and/or in a different language.

#2 ASL and English
Why? This is a meeting to exchange information about the child in kindergarten and it is important to aid in the comfort factor so that communication will flow. All your clients will appreciate being able to use the language they are most comfortable in using.

#3 English
Why? This is a formalized opening of the school year with educated faculty and staff and the superintendent will more than likely use a formalized, sophisticated text to make his welcoming remarks.

Objective #3

Prepare videotapes with self-marking answer sheets. Hire four deaf persons in the community who use a variety of language/systems to appear on the videotape. Stage specific clothing and attitudinal differences. Each "actor" might share an experience on camera.

Objective #4

Invite various deaf and hearing professionals in the field of education to speak about their particular programs and to answer the questions the students may ask following their presentation. Inform the speakers ahead of time about the specific information (page 9 of this unit) which should be included in their speech. *Videotape these speakers* to build a video library and to have available for future use. The authors recommend that you space the speakers throughout the unit as the students become more and more familiar with the educational situation.

Suggested Readings: (See annotated bibliography for description of readings.)

"Educational Interpreting." *Introduction to Interpreting*. RID publication expected 1980.

Crittenden, Jerry. "Psychology of Deafness: Some Implications for the Interpreter." *Journal of Rehabilitation of the Deaf*, 8:4:19-23.

Deninger, Michael; Cowan, Nancy; and Rosen, Roslyn. "IEP: Purpose, Content, Participants, Processes" in *PL 94-142 and Deaf Children* (special issue of Gallaudet Alumni Newsletter). Washington, D.C.: Gallaudet College, 1977. 3pp.

Federlin, Tom. "Sign Language Interpreters...The Changing Role." *Deaf American* 31:3:17-18.

Fleischer, Lawrence. Sign Language Interpretation Under Four Conditions (unpublished dissertation, Brigham Young University). Salt Lake City, Utah, 1975.

Garretson, Mervin. "Concept of the Least Restrictive Environment" in *PL 94-142 and Deaf Children* (special issue of Gallaudet Alumni Newsletter). Washington, D.C.: Gallaudet College, 1977.

Holcomb, Roy and Dreger, Dorothy. *Integration and Interchange of Deaf and Hearing Elementary Children*. Santa Ana, Ca: Santa Ana Unified School District, 1972.

LeBuffe, James, ed. Sterck, Ogletown, Smith-Program "Mainstream" (proceedings of workshop). Newark, Delaware: Newark School District, 1975. 55pp.

Murphy, Harry, ed. Educational Interpreting. Southern California Registry of Interpreters for the Deaf.

Vernon, McCay and Prickett, Hugh, Jr. "Mainstreaming: Issues and A Model Plan." Audiology and Hearing Education. 2:2:5-9.

Unit: Educational Vocabulary

Terminal Goal: Being exposed to an educational situation, be able to become familiar with and knowledgeable of the special vocabulary for the particular situation.

Enabling Objectives: During this unit, you will become able to:

1. List methods to determine the specialized vocabulary for a specific educational situation.
2. Using two of the methods, compile lists of vocabulary for four educational situations.
3. From the compiled lists, define, pronounce, spell, and determine signs for the words or phrases.
4. From the lists, identify the terms that have no known sign(s) and develop an ideographic sign following the grammatical structure and rules of ASL.
5. Using the methods above, prepare for an educational interpreting assignment.

INTRODUCTION

NOTES

What preparation does an interpreter make to prepare for an educational assignment? One of the most important aspects of such an assignment is the vocabulary which will be involved.

Consider the following list of words which might be used at an educational conference involving teachers:

integrated settings
IEP
VAC
scope and sequence
remedial
competency
accountability

How many of these words do you know? Could you spell and pronounce them easily and with certainty? Do you know how to sign the words and/or concepts involved?

These are the kinds of questions you should ask yourself before interpreting in any situation. This module is designed to help you identify possible vocabulary and acronymns, sources for definitions and synonymns, how to find signs for these words, and how to develop ideographic signs as needed.

OBJECTIVE #1: LIST THE METHODS TO DETERMINE THE RELEVANT VOCABULARY FOR THE EDUCATIONAL SITUATION IN WHICH YOU WILL INTERPRET.

STOP AND THINK!

After receiving an assignment, stop and think!
Ask yourself:

What do I know about this subject?
Who will be present? (languages and systems)
What resources are available to use?

Perhaps the assignment falls within an area where you have a great deal of experience, exposure, and expertise. If so, a general review of your own knowledge may be enough in the way of preparation. If, however, the assignment is in an area foreign to you, a great deal of time may be needed to prepare and familiarize yourself with the vocabulary which will be used.

Do you know the participants for whom you will be interpreting? This will determine the language or system you will select in presenting the identified vocabulary.

Who do you know that might be a resource for you? Other than the instructor, workshop leader, or person in charge, do you know an interpreter who has experience in this area? Is there someone who could help explain the detailed concepts to you?

QUESTION OTHERS

Go to the teacher, workshop leader, or person in charge. Ask for a vocabulary list glossary, textbook, outline or information to be presented, or class notes. If unavailable, sit and chat with this contact person about the subject of the class or workshop. Become generally familiar with the area to be taught. Be sure to ask about acronymns uniquely related to the topic with which you will probably be unfamiliar.

FORMAT FOR INTERVIEW

1. **INTRODUCTION:** "Hello, my name is _____. I will be interpeting in your ________ (class, workshop, meeting). I will interpret what you say to sign language and what the deaf student signs to speech.

2. **EXPLANATION:** "I can do a much better job of relaying your lecture and class discussions if I understand the material being presented. Do you have a vocabulary list, class notes, or textbook I could borrow to study and prepare myself for this assignment? If you are too busy, perhaps you could tell me where to find this information and I will search it out. If I have any questions, I'll come to you for clarifications.

3. **ANSWER QUESTIONS:** As this instructor might be new to deafness and interpreters, be willing to answer questions within the limits of ethical guidelines. Do not overstep your

role. Remember to refer the person to your service provider or to the deaf student if questions deal with information which you cannot ethically answer.

4. EXPRESS APPRECIATION: "Thank you so much for your time and assistance. I'll see you in class."

(Remember that the instructor is busy. Don't linger longer than necessary.)

CLASS ACTIVITY #1:

Role play interviewing a teacher in the subject area assigned by your instructor to identify specialized vocabulary and acronymns.

INTERVIEW NOTES

In some situations, you will not be able to obtain assistance from the instructor. You will have to depend on reviewing textbook materials to identify vocabulary. Read the table of contents to grasp an overview of the subject. Read through the titles, topics, and subtopics in each chapter. If you notice an area which may be difficult, read through it carefully, making note of specialized vocabulary. Also note any equipment, tools, or other concepts which must be understood in order to develop ideographic signs in context.

CLASS ACTIVITY #2:

In groups of two or three, review textbook material assigned by your instructor and identify vocabulary which may be difficult. Also note any equipment, tools, or concepts needing ideographic signs for clear communication.

TEXT BOOK REVIEW NOTES

INDIVIDUAL ACTIVITY #1

OBJECTIVE #2: COMPILE VOCABULARY LIST.

Now that you have done the background work, compile vocabulary lists in the subject areas assigned based on the interview (role played) and/or the text review.

VOCABULARY LIST

1.

2.

3.

4.

5.

6.

7.

8.

VOCABULARY LIST (Cont.'d)

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

21.

22.

23.

24.

OBJECTIVE #3: DEFINE WORDS. BE ABLE TO SPELL AND PRONOUNCE CORRECTLY. DETERMINE THE APPROPRIATE SIGNS.

There are several sources which you might consult to aid you in this step of preparation for an interpreting assignment. Some of those include:

1. Dictionary Definitions

   Not only should you consult the general dictionary, but also look for specialized dictionaries.

   Did you know that there are whole dictionaries of psychological terms, electronic vocabulary, and computer science terminology? There are also technical dictionaries, medical dictionaries, and others which deal with specific fields.

INDIVIDUAL ACTIVITY #2:

Visit the public school or library. Identify special dictionaries and write the titles of six which you think might be a valuable resource in later assignments.

1.

2.

3.

4.

5.

6.

2. Glossary Definitions

Check the back of the textbook which you reviewed. Is there a glossary of terms? If so, see how many of the words you wrote on the vocabulary list are defined in the glossary.

If there is no glossary, locate another textbook in the subject area assigned which is accompanied by a glossary. This might be found in the library, from the instructor, another student, or another interpreter.

How many of the words on your vocabulary list were defined in the glossary?

____

Did you understand the definitions given in the glossary?

___ yes ___ no

If not, what can you do? Where can you go for further explanation, definition, and understanding to facilitate your ability to interpret in the assigned area?

____

____

____

____

Thesaurus

There will always be some difficult general English vocabulary within the body of a classroom lecture, workshop presentation, or educational presentation. Look again at the textual material assigned you by the instructor. Make a list of those words which are not technical or specialized for use in the instructional area for which we have no standard sign in the column to the right.

Consult the thesaurus and write several synonyms for each word listed.*

Underline the one synonymn which you would sign when the difficult term is used in lecture.

*If you have never used a thesaurus, ask your instructor or the librarian to explain its use. This will be one of the most valuable tools you will have in your career as a professional interpreter.

INDIVIDUAL ACTIVITY #3:

DIFFICULT ENGLISH VOCABULARY AND SYNONYMNS

1. crucial
syn: *-important
-necessary
-required
-

2.
syn:

3.
syn:

4.
syn:

5.
syn:

6.
syn:

7.
syn:

8.
syn:

4. Dictionary (Spelling and Pronunciation)

The need to spell and pronounce words correctly should be self-evident. There will certainly be some technical and specialized terminology which will need to be spelled during a lecture or educational presentation. How disastrous if the interpreter misspells words in an educational situation! Also, how critical for the interpreter to properly pronounce words when interpreting the comments of a deaf student.

Dictionaries have pronounciation keys beside each word and a guide in the front to explain the symbols used. Familiarize yourself with these keys and be able to use them in pronouncing new words correctly.

Correct spelling is basically a matter of self discipline and practice. Take pride in yourself and do it right.

INDIVIDUAL ACTIVITY #4:

Look up at least two of the vocabulary words identified earlier in the dictionary. Write down the pronounciation symbols and be able to explain what they mean to your instructor.

5. Determine How to Sign Identified Vocabulary

There are several sign language texts which may be checked when attempting to identify accepted signs for technical and specialized vocabulary.

Your instructor has a list of those which are available to you through the school or public library. Some books on the list provided may not be available in the library, but could be purchased at a bookstore as you begin to build your personal library of professional books.

Another source of signs is found in talking with deaf students and other interpreters. This is particularly true when no standardized sign can be located and you have access to an interpreter who has interpreted the assigned class previously.

CAUTION: Just because someone has interpreted that class before does not mean they are automatically experts. Use discretion in adopting signs used or suggested by other interpreters and/or deaf students.

INDIVIDUAL ACTIVITY #5:

Return to your list of identified vocabulary. Along with the definition of each word and synonymns located, write a description of the sign you will use and a sample sentence using the word in context.

OBJECTIVE #4: DEVELOP IDEOGRAPHIC SIGNS FOLLOWING THE GRAMMATICAL STRUCTURE AND RULES OF ASL WHERE APPROPRIATE.

What is the definition of ideograph as found in the dictionary?

What is an ideographic sign?

When is it appropriate to use such an invented sign?

Precisely as the dictionary indicates, an ideographic sign is one which expresses an idea graphically. This usually involved the use of body language, pantomime, gesture, ASL placement in "painting a picture" of the idea, tool, machinery, or event you are describing. This is particularly appropriate when interpreting a lecture in the automotive lab explaining how an internal combustion engine works or explaining the inking process of a printing press.

If you will keep in mind the need to communicate concepts and ideas rather than exact English wording, you will be able to develop this skill more easily. When explaining about the engine, your two hands might become the valves moving up and down, then pulling in gas, pushing it up, and exploding, followed by the emission of exhaust.

When devising an ideographic sign, do keep in mind the rules of ASL linguistics. If you do not know the grammatical structure, please seek the assistance of skilled signers who are knowledgeable of the structure of ASL, the functioning of the human visual system, and human manual expression capabilities.

Try it. Don't feel inhibited. Utilizing this form of communication is an important technique for the professional.

INDIVIDUAL ACTIVITY #6:

Make a list of terms identified earlier as needing ideographic signs.

1.

2.

3.

4.

5.

If you had none in your own list, ask your instructor to refer you to a text where you will be able to identify such terms and list them above.

Now...how could you pantomime or demonstrate the above terminology. If you don't fully understand the item or tool functions, you may have to return to interview the instructor to get that basic background information before proceeding further.

Develop ideographic signs for the list above and report to your instructor who will review these signs with you.

Keep practicing. It will come more and more naturally as you build your repertoire of experience through interpreting various situations. REMEMBER! The signs developed must reflect the concept or meaning of the word, the function or movement of the tool or machinery, and must conform to the movement, handshape, and space of ASL.

OBJECTIVE #5: PREPARE FOR AN EDUCATIONAL INTERPRETER ASSIGNMENT.

CHECKLIST

1. Question yourself--what do you know about the assigned area? Who do you know who is familiar with this area? What resources are available?

2. Question others--interview the teacher; get a vocabulary list; check the textbook; look for already established vocabulary lists in the library; question other interpreters.

3. Compile a vocabulary list.

4. Define terms: use dictionary, glossary, thesaurus; consult again with the instructor if necessary.

5. Determine signs to be used: check sign dictionaries; talk with native signers and other interpreters. (Be sure to show the concept properly)

6. Develop ideographic signs--check to see what tools, machinery, or concepts may be used which would require such signs; pantomime action.

INDIVIDUAL ACTIVITY #7:

Report to your instructor. You will be given an educational assignment for which you must prepare vocabulary.

Follow the steps outlined in the module. Upon completion of self-preparation steps, present words to be pronounced, spelled, sentences with words in context to be signed, and review ideographic signs developed to your instructor.

TEACHER'S GUIDE

Suggested Preparation, Activities, and Resources:

Objective #1	Make arrangements with specific personnel to role play interviews. Try to introduce students to areas that are unfamiliar to them. Make arrangements for textbooks that will fit the requirements of this unit.
Objective #2	Have a librarian speak on dictionaries and thesauruses; types, function, how to read.
Objective #3	Locate text material requiring ideographic signs. Refer students to these materials when deemed necessary. Have students read. (See below.)*
Objective #4	Prepare educational situations where students might interpret. Choose your assignments so students must follow steps outlined through each objective to prepare. Use technical education, junior/senior college courses, elementary/high school classrooms, faculty in-service training, meetings/workshops, and others.

Resources:

Ward, Jill. Ward's Natural Sign Language Thesaurus of Useful Signs and Synonyms. Northridge, Calif.: Joyce Media, 1978.

Bromberg, Murray and Melvin Gordon. 1100 Words You Must Know. Berron's Educational Series, Inc. Scott, Foresman, and Co.: Woodbury, New York. 1968.

*F. Caccamise, R. Ayers, K. Finch and M. Mitchell, "Signs and Manual Communication Systems: Selection, Standardization and Development," American Annals of the Deaf, 1978, 123 (7), pp. 877-902.

Unit: Special Considerations: Ethics, Positions, and Environment

Terminal Goal: Exposed to an educational situation, determine your best possible position, behave in accordance with ethical guidelines, and if possible, arrange the environment according to all the factors discussed in this unit

Enabling Objectives: During this unit, you will become able to:

A. Ethics

1. State the eight codes of both RID and TSID.
2. Given possible problems in professional working situations, suggest ways of solving the problems in an ethical manner.
3. After viewing live/videotape performances containing examples of problems, identify the problem and propose the ethical solution.
4. In five role-playing situations, perform according to the RID/TSID Codes of Ethics.

B. Positions and Environment

1. Given illustrations of possible room arrangements in which you may be expected to interpret, position the interpreter(s) and suggest position(s) for the client(s).
2. During on-site visits, identify appropriate and inappropriate seating/standing factors and give reasons for your decisions.

Introduction

All interpreting situations have special considerations; special events, attitudes, physical factors that an interpreter must think about, plan for, and try to act on. The first special consideration we will talk about is ethics: what are the ethical solutions to problems that arise within an educational situation? Second, we will discuss position: where do you stand/sit? How do you position yourself in different rooms? What about special events like movies or slide shows? And lastly, we will review what the special arrangements of environment are: the lights, the background, and the manner in which you prepare for these environmental factors.

OBJECTIVE A-1: STATE THE RID AND TSID CODES OF ETHICS.

You have studied these codes in your introductory course, but let's see if you have their statements and meanings fixed in your mind. Without checking your notebook, list as many codes as you can in the space to the right. Whenever possible keep to the same wording, but as long as you state the code(s) in the same spirit, it's okay.

When you are finished, check your list with the RID Code of Ethics and make changes as needed. Study the code. When you have done that, go to your instructor and write or state the codes for the instructor.

Now on the back of this sheet, follow the same procedure for the TSID Code of Ethics.

Notes

RID Code of Ethics

1.

2.

3.

4.

5.

6.

7.

8.

OBJECTIVE A-2: SOLVE THE PROBLEMS IN AN ETHICAL MANNER.

Described below are professional working situations and some problems are given which you might face in each situation. In the space to the right, write your suggestions for solving the problems or what your actions might be.

SITUATION #1

During a history class lecture, the deaf student you are interpreting for falls asleep.

Solution or Action: ____________________

____

____

SITUATION #2

While all the class members are taking a test, the instructor strikes up a conversation with you about the festival yesterday.

Solution or Action: ____________________

____

____

SITUATION #3

Frequently during the class, while the instructor writes on the board, other students in the class lean to you and ask questions about the lecture.

Solution or Action: ____________________

____

____

____

SITUATION #4

As you leave a classroom, a friend approaches and begins asking detailed questions about your work.

Solution or Action: ______________________

____

____

____

SITUATION #5

You are a RID-certified interpreter enrolled in a cooking class and also enrolled are two deaf students and they have hired an interpreter. Unfortunately, you are taking the class and can see that the class interpreter is doing a poor job.

Solution or Action: ______________________

____

____

____

SITUATION #6

Mrs. Mahaffey who teaches high school English has a deaf student with you, the interpreter, in her class. One day, Mrs. Mahaffey asks you to stay after class and begins to discuss the deaf student in some detail, commenting that the deaf student might fail her class.

Solution or Action: ______________________

____

____

____

OBJECTIVE A-3: VIEWING LIVE/VIDEOTAPE PERFORMANCES, IDENTIFY THE PROBLEM AND PROPOSE THE ETHICAL SOLUTION.

At this time, you will view live/videotape situations. Identify the problem and suggest a solution.

PERFORMANCE #1

Problem:

PERFORMANCE #2

Problem:

PERFORMANCE #3

Problem:

CLASS ACTIVITY #1: As a class, discuss with others what they decided were proper or ethical solutions and actions. As a group, come to a consensus of opinion and write these solutions under your own answers if yours are different.

Are there other problems that you have observed or can think of in the classroom or other educational situations and can present to the class for discussion?

Solution:

Solution:

Solution:

OBJECTIVE A-4: IN FIVE ROLEPLAYING SITUATIONS, PERFORM ACCORDING TO THE RID/TSID CODE OF ETHICS.

In the space below, briefly describe the situations, problems, and solutions to keep for future reference.

Positions and Environment

You have already learned the ideal positions for the interpreter(s), client(s), and speaker(s) in the Introductory course. In this section, we will relate that general knowledge to the educational interpreting situation.

OBJECTIVE B-1: GIVEN DESCRIPTIONS OF POSSIBLE ROOM ARRANGEMENTS WHERE YOU MIGHT BE EXPECTED TO INTERPRET, POSITION INTERPRETER(S), AND SUGGEST POSITION(S) FOR CLIENT(S) AND SPEAKER(S).

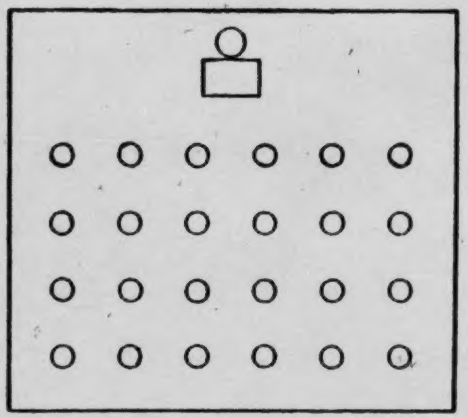
On the following pages, you will view several illustrations depicting room arrangements and giving you specific factors to be considered in the placement of the interpreter, client, and speaker. Remembering the general guidelines on positioning, and integrating previous units within this module on vocabulary, settings, and ethics, work the following exercises:

Using these symbols, complete the following exercises.

○ □	Instructor/Teacher
△	Interpreter
⊕	Deaf Student/Client
○	Hearing Student/Client

Ideally, the interpreter would be positioned beside the instructor. The deaf students might be seated together or scattered in the front portion of the classroom. Whether the interpreter sits or stands would be partly determined by the placement of the deaf students. Certainly if a student is unable to see you, you should adjust your placement by standing and if necessary, by moving slightly to one side or the other.

Given the room arrangement as drawn, place the interpreter and three deaf students properly.



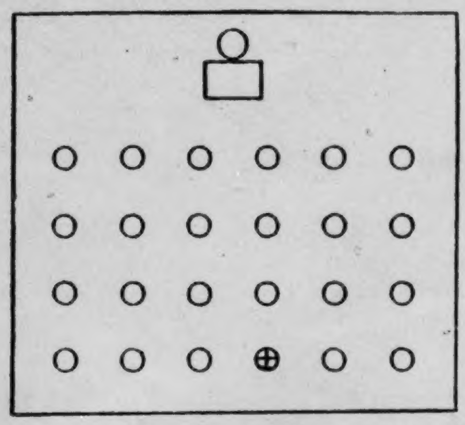
The interpreter will sit/stand? ______________

What will influence this decision? ____________

____

____

In the following situation, the deaf student refuses to sit near the front of the classroom and prefers instead to sit in the back with friends. Place the interpreter appropriately.



The interpreter would sit ___ stand ____?
Would it be appropriate and ethical for the interpreter to discuss the student's seating arrangement with the student? Yes __ No___

Why or why not?

____

____

With the teacher? Yes ____ No ______

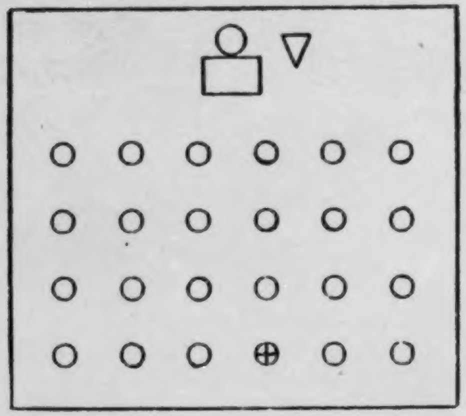
Why or why not?

____

____

In this situation, the interpreter may wish to speak to the student, suggesting (not dictating) that the interpreter might be able to function better if seats were chosen near the front of the room, to the side. This conversation should be conducted privately, in a manner which is considerate of the deaf student's preference and feelings. If a move is made, fine. If not, you will have to position yourself as you think appropriate. It is not appropriate for you to discuss the seating with the teacher and ask the teacher to move the student. If, however, the teacher feels uncomfortable with the situation and speaks to the student about it, that is certainly within his realm of authority.

Below is a correct position for the interpreter. In many situations the interpreter would function best standing beside the instructor.



Suppose the instructor specifically requests that you do not stand near him/her. Is it appropriate to you discuss this matter with:

the deaf student? Yes ______No ____
the instructor? Yes ______No ____

Why or why not? ______________________________
____

____

What is the appropriate action to take?

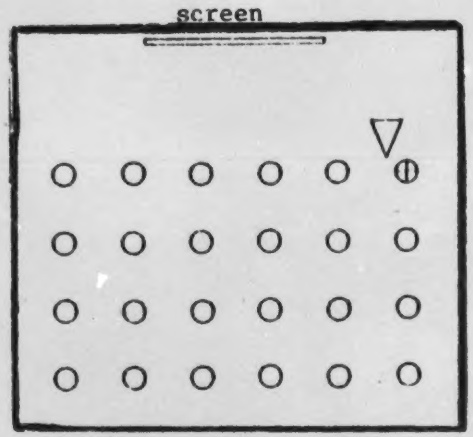
____

____

In this situation, it must be said again that if proper preparatory work had been done, the interpreter would not have such a predicament on his hands! By introducing yourself to the student and explaining your role, if it is not clear to the student, you and the student might have come to a decision of the best placement for yourself and the student. By introducing yourself to the instructor before the class begins, getting vocabulary, and explaining your role, you could have dealt with the issue of placement and found out the instructor's preference. By explaining the importance of placement and the visual contact of the deaf student with the instructor, you could insure a flow of communication and understanding.

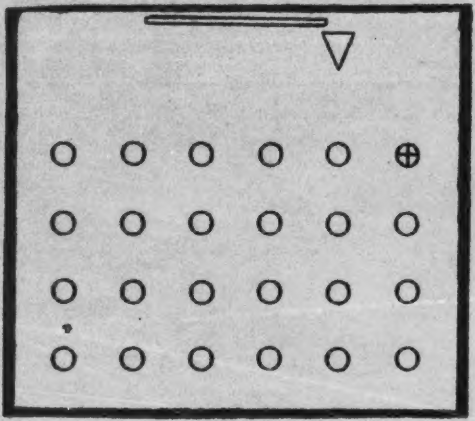
If the instructor does not want you to stand near him and the deaf student still wants to sit at the back of the room, then you should position yourself in front of and to one side of the student.

Given the following illustration, move the interpreter to the correct position to meet the need of an instructor turning out the lights, announcing a movie in the middle of a lecture.



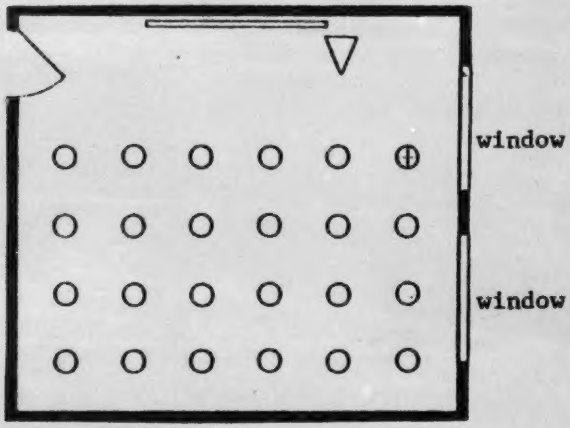
Again, had you done your preparatory work, you would have met with the instructor and been aware that a movie was to be viewed. Many instructors will have a class outline or syllabus announcing movies and other things outside the routine of the class. You could have then come with a light, had it plugged in, and been ready when the lights were turned off. This may be a flash light, small lamp, music light mounted on a moveable podium, or other light source.

Whether you have a light or not, your position as an interpreter in this drawing would move to the position below.



In this position, the light from the screen will aid in allowing the student to see your signs. You will also be able to point out things on the screen and thus abbreviate the amount of interpreting necessary.

Let's try this one. Given the same room as illustrated below, no light source brought by the interpreter, and a dark film which does not emit enough light to allow the interpreter to be seen, what would you do? Re-position the interpreter and student if necessary and describe possible action which might produce some light in this situation.

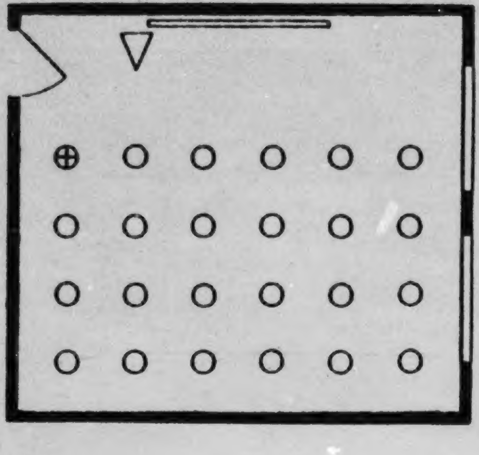


Action to produce light:

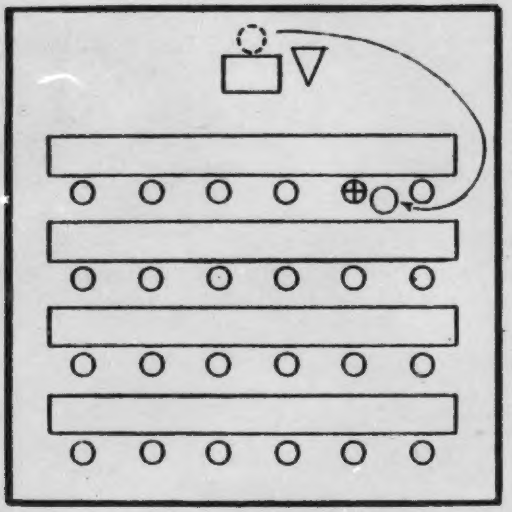
In this situation, the door could be opened or the shade on the window could be raised slightly, allowing enough light so the student could see the interpreter.

If the window shade is adjusted, the interpreter may be able to stay in the position drawn, although it might be necessary to move slightly toward the light source.

If the door is opened to allow light to enter the room, both the interpreter and student would need to move to the other side of the screen as shown here.



Given the following arrangement:

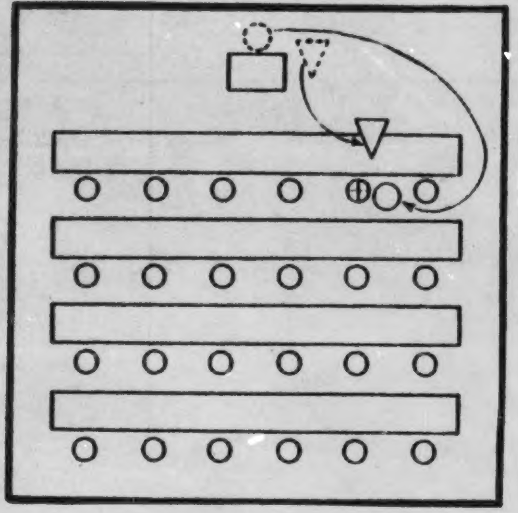


The student is taking a test and the instructor walks behind the student to answer a question.

Where should the interpreter be positioned to interpret the deaf student's question?

Move the interpreter on the illustration.

Because the tables inhibit quick re-positioning of the interpreter beside the instructor, the interpreter is forced to do the best possible with an awkward situation. Here, you would lean over the table and place yourself as close as possible to the instructor without becoming a distraction. See the drawing below.

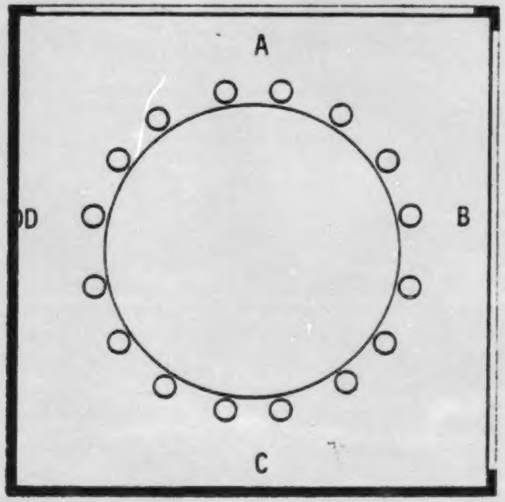


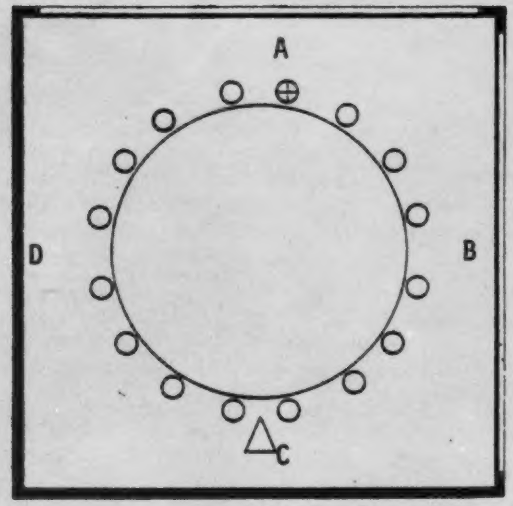
Remember to stay close and available to the deaf student even during a testing situation to handle questions which might come up during this time.

Educational interpreting does not always take place in the classroom. In the earlier unit on educational settings, a number of situations were listed--some of which are depicted in the following illustrations.

Since walls C and D are solid, it would be necessary to utilize these as background and thus avoid the glare of the glass wall. Another option might be to check the room for drapes. These could be drawn to eliminate the problem all together, assuming they are not made of wild geometric patterned fabric.

Given the following arrangement for a meeting in the offices of Texas Education Agency, where walls A and B are glass, draw in the interpreter and deaf participant.





Compare the following possibilities with your answer. Consider the phrasing and tone of wording which you chose and those below.

NOT ACCEPTABLE

"This is a terrible room for a deaf person! Doesn't anybody round here know anything about the glare from windows and what that does to a person's eyes?"

ACCEPTABLE

"The glass walls make it difficult for me to be seen in the most effective manner. Would you mind if I closed the curtains so communication would be enhanced?"

NOT ACCEPTABLE

"You'll have to close those curtains. This lighting is terrible."

It will be very important to think about how to make the suggestion or ask that the curtains be closed. Write some sentences showing how you might request that the curtains be closed.
Explain why it is necessary for you to stand where you think best.

____

____

____

____

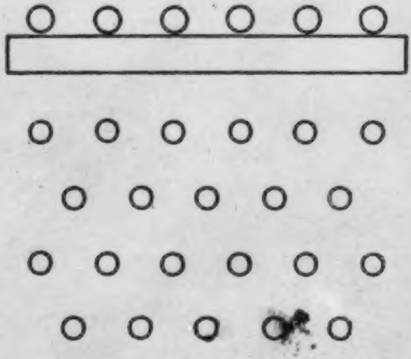
____

ACCEPTABLE

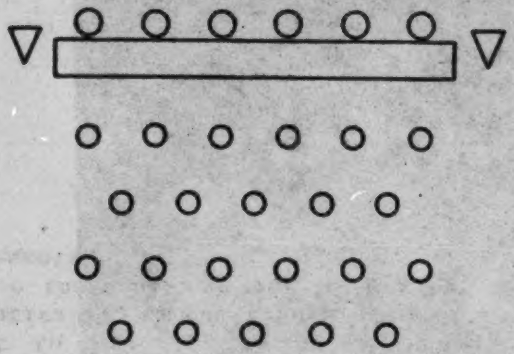
"Excuse me. The glare of the window behind me will make it difficult for Mr./Ms. _______ to see. Would it possible to pull the drapes?"

One important thing to remember is that you are the professional! You should know the best positioning for yourself and how to arrange the background and other variables. It is also important to know how to do so professionally, diplomatically, smoothly explaining what you are doing so that you are free to make the necessary arrangements.

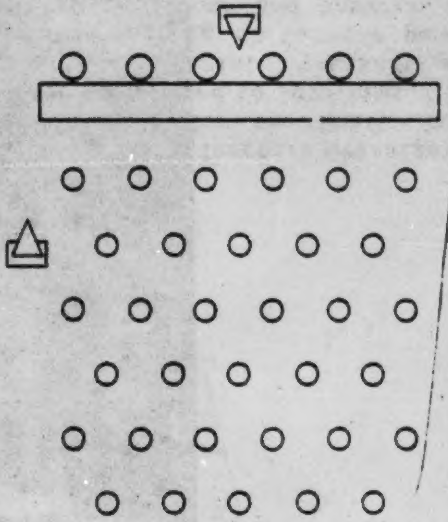
Today is the Parent/Teachers Organization meeting at the Texas School for the Deaf. You and another person have been hired to interpret. It will be your responsibility to place yourself and the other person. The meeting is to be a panel discussion, followed by questions and answers. There are no deaf panelists but the audience is mixed. In the illustration below, place yourself and the other interpreter.



In this drawing you could have correctly given two answers. In one situation, you probably would have put the interpreters on either side of the panel, to handle both the sign interpreting of the panel, if necessary; and to understand questions from the audience. One consideration that might have changed your placement would have been if the audience happened to be unusually large, then you might have placed the second interpreter half-way back and elevated so people in the back of the room could see better.



OR



One piece of equipment an interpreter needs to have when attending a large meeting is a hand-carrier riser. It will be appreciated by your audience who will be able to see you more easily.

Now let's try a residential school prom banquet. There are 500 people in attendance and the head table has deaf and hearing people. The audience is also mixed. If you are hired to interpret, what arrangements would you make or inquire about? List these arrangements below.

____

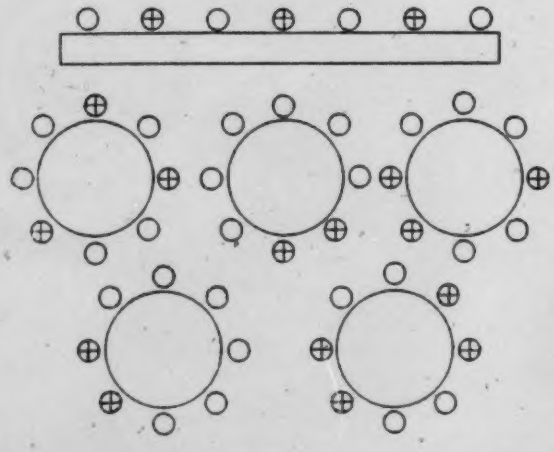
____

____

____

____

Now, draw what you would expect the interpreter's positions and other arrangements to be.

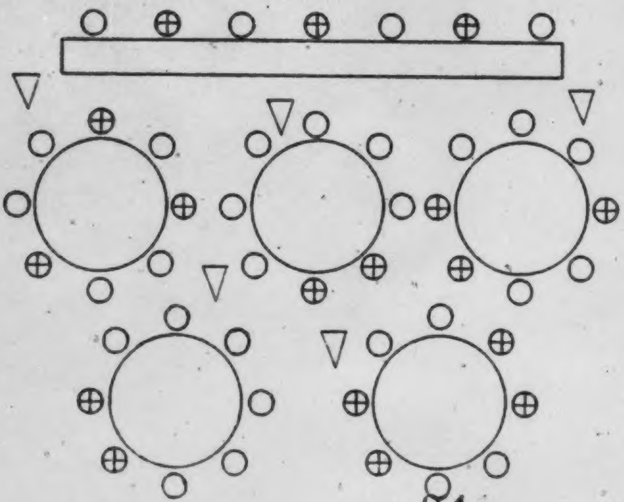


You should inquire about:

1) How many interpreters will be hired;
2) availability and location of lights, (if none, get spotlights for interpreters);
3) availability of risers;
4) description of background and possibility of portable screens;
5) how many microphones and their location;
6) size and arrangement of room--long tables in U shape? head table at floor level?; and
7) how many persons will attend?

Your best bet for success is to make a trip to the actual location and see for yourself what is there and what is needed.

Your drawing might look like this:



Each position will have two interpreters assigned to it. The first will interpret 20-30 minutes, then be relieved by the second interpreter who will interpret 20-30 minutes.

One way to explain your position is to say, "I will sign everything you say and voice everything Mr. and Mrs. Doe say to you. It will help communication greatly if I sit here beside you, alright?"

OR

"If you don't mind, it will help the communication between yourself and Mr. and Mrs. Doe if I sit right here."

There are many ways to say this and I am sure you will say it best your way. Just be sure you are polite and professional in how and what you say.

One last assignment for you! You are called to interpret in a school counselor's office; there will be a hearing child, deaf parents, and a hearing counselor. This counselor has never met or seen an interpreter before. The parents introduce you but do not explain where you should sit. What will you say to the counselor?

OBJECTIVE B-2: MAKE ON-SITE VISITS. IDENTIFY POSITION FACTORS AND GIVE REASONS.

ON-SITE VISIT OBSERVATIONS

1. Place: ____________	2. Place: ____________	3. Place: ____________
Date: ____________	Date: ____________	Date: ____________
Brief description of situation:	Brief description of situation:	Brief description of situation:
____________ ____________ ____________	____________ ____________ ____________	____________ ____________ ____________
Seating/Standing Factors:	Seating/Standing Factors:	Seating/Standing Factors:
a.	a.	a.
Position of Interpreter (sketch):	Position of Interpreter:	Position of Interpreter:
b. Lights	b. Lights	b. Lights
c. Background	c. Background	c. Background
Recommended changes (if any):	Recommended changes (if any):	Recommended changes (if any):

Instructor's Comments:

TEACHER'S GUIDE

Suggested Preparations, Activities, and Resources

Objective A-1	Have RID and TSID Code of Ethics as handouts for inclusion in this objective.
Objective A-2	Review situations and problems given. Determine correct response.
Objective A-3	Prepare live or videotape performances of problems that arise in educational situations. Make sure all "actors" are well rehearsed. Some examples are: Interpreter giving advice; Interpreter correcting student; Relaying all information and "goings-on" in classroom; and others.
Objective A-4	Prepare roleplaying situations in which only the student must act accordingly. Videotape students for critique.
Objective B-1	Read through unit and be prepared to answer questions from students.
Objective B-2	Arrange for visits to educational sites and/or programs for observation of interpreters. Make sure students understand to observe only those factors listed on the observation sheet. You may want to delay this activity until students have completed "General Considerations" Unit.

Resources: Readings:

Readings from Introductory course.

Introduction to Interpreting, RID, 1980.

Peterson, Paul. "The Influence of Horizontal Camera Angle on the Understanding of Televised Sign Language, "Interpreting Potpourri: Proceedings of 1978 RID Convention. RID: Silver Spring, MD. 1978.

Lloyd, Glenn. "Problems Associated with Interpreting for the Deaf Person in Large Groups" in Glenn Lloyd, ed. Guidelines for Effective Participation of Deaf Persons in Professional Meetings. Washington: Department of Health, Education, and Welfare, 1971.

Unit: General Considerations: Compensation, Dress, Etiquette

Terminal Goal: Exposed to an educational situation, be able to appropriately arrange for compensation, select appropriate dress, and behave correctly.

Enabling Objectives: During this unit, you will become able to:

A. Compensation

1. Given several hiring situations for educational interpreting, use appropriate resources to determine wage or salary.

2. Given three hiring situations, appropriately ask or determine wage or salary.

B. Dress

1. Given descriptions of working situations, dress appropriately for each situation.

2. During on-site visits, identify appropriate and inappropriate clothing and makeup.

C. Etiquette

1. Given descriptions of working situations, select all inappropriate behaviors and give reasons.

2. After viewing live/videotape performances containing behaviors, determine if the behavior is appropriate or inappropriate and propose correct behavior.

INTRODUCTION

All interpreting situations include general considerations: dress, compensation, and behavior that an interpreter must think about and plan for when preparing for an interpreting assignment. These considerations are generally the same in every situation but sometimes there are variations. Compensation in educational programs is different in each part of the state and different programs require different dress. In educational interpreting, appropriate behavior will vary because of the people involved and their ages.

OBJECTIVE A-1: USE RESOURCES TO DETERMINE WAGE OR SALARY.

Utilizing the resources for determining pay scales and salaries for interpreters discussed in the Introductory course, determine how much you will be paid and other possible benefits in the following situations.

NOTES

You are RID-certified as an IC (Interpreting Certificate) holder. The local service provider calls you and asks if you can interpret a class at a MH/MR facility serving deaf clients. You agree to interpret on Mondays and Wednesdays two hours each day for six weeks and hang up without asking the wage. How will you determine your pay?

I can find what my wage will be by ______________

____

____

Because this is a state facility and it is not a permanent job, you probably will be paid by the state scale. In Texas, the Texas Commission for the Deaf publishes recommended fee scales for interpreters in the state. Check that fee scale and write in how much money you would earn in a week.

You will not, that's right. You are a freelance interpreter and are issued a vendor number by the state. Taxes, insurance, retirement - nothing is taken out of your check! For tax purposes, you must keep a record of your earnings and report them to the Internal Revenue Service. IRS can help you with information as to how you report your earnings and the self-employment tax status; or you may consult a local Certified Public Accountant or a lawyer.

I would earn $________ an hour and I work two days a week so I will earn $________ a week. (Check your answer with the instructor.)

Will you earn any benefits? Yes ____ No ____

INDIVIDUAL ACTIVITY #1: Contact two of your local school districts.

Do they hire interpreters? Yes ____ No ____
Are the interpreters paid a salary or an hourly wage? ________________
Do they receive benefits? Yes ____ No ____
If so, what are the benefits? ______________________

____

Name two ways you can determine the pay for the school district's interpreting job:

1)
2)

Your answers will depend on the school district you contact. Many school districts in Texas do hire interpreters now. In some school districts the job is called interpreter; other school districts classify the job as a teacher aide; and in some others it is a dual role job - interpreter/tutor, interpreter/secretary. Most school districts have salaried positions and the salaried positions have benefits like other classified personnel. Taxes, retirement funds, social security, and other deductions would be taken from your check.

Two quick ways to know what the salary or wage is for the job is to look at the job description or ask the personnel office. This is generally public information and is written on many job announcements.

One day while visiting a friend, who is also an interpreter, you begin talking about wages and earnings. Your friend, who works in an educational setting, tells you that she has told her employer she will only work with a two hour minimum at ten dollars an hour.

Can she do that? ______________________________

Why or why not? ______________________________

____

____

How do you think she determined her wage? ________

____

____

Most assuredly your friend may set her own wage scale. This is how free enterprise works and if her employer is willing to pay that wage, fine. Judgement is necessary in weighing the information of current fee scales, need of the employer, number of hours to be worked, your own skill and abilities, etc., when making such a decision. Economic conditions will not only vary around the nation but will vary around the state, and from city to city. Your friend probably got her fee scale from the Revised RID Fee Schedule, 1973. Ask the instructor for a copy to put in your notebook.

Texas Rehabilitation Commission (TRC)

Now let's suppose that a deaf woman comes to you and asks if you would be interested in interpreting a graduate chemistry course for her. Your skills are such that you can do this kind of interpreting and you readily accept. Just as you are about to inquire further as to times and payment, the woman says, "Don't worry about a thing, my TRC counselor will contact you in a few days."

What is TRC? ______________________________

____

How do they pay interpreters? ________________

____

____

NOTES

INDIVIDUAL ACTIVITY #2: Contact your local Texas Rehabilitation Counselor who works with deaf or hearing impaired persons and make an appointment for an interview. Find out how your services are requisitioned by a counselor and answer the questions below.

INTERVIEW QUESTIONS

1. Do you use interpreters in the educational setting often?

2. What do you expect of an interpreter on an educational assignment for TRC?

3. How are interpreters paid?

4. What is a vendor number? Do I need one? How do I get one?

5. What does a TRC requisition look like? How do you fill one out?

First of all, are such interpreting assignments in your job description? More than likely you would not be required to accept this interpreting job. Probably the coach himself only realized that he needed someone who could sign and does not really have the understanding of interpreting. So you are free to accept or not accept.

As for receiving extra pay or reassigned time, you would have to check with your school and see if this is something allowable by your school. It might be that the school would be willing to hire you as a free-lance interpreter for that night.

You work in an early childhood program with deaf children full-time. The language used in the program is MCE. One day the school coach calls you and asks if you will interpret the school sports banquet Friday night.

Do you have to take the assignment?

Will you receive extra pay or re-assigned time?

Given time or payment, would you accept the job? Why or why not?

If you don't accept the job, what would you say?

The really tough question in this program is would you accept the job? You would definitely have to be honest with yourself and remember the Code of Ethics. At a banquet like this with high school age people and parents of these students, the language or system used and preferred by most of the deaf audience would be ASL or PSE. Are your skills adequate enough? Do you interpret enough outside your job to have these skills or are your skills limited to the everyday language used with pre-school age deaf children?

Here are some examples of acceptable and non-acceptable responses to the coach.

NOT OK

"Coach, I work from 8 to 3 and that's it. Don't expect me to show up at this place in my free time!"

"Do what??? You gotta be kidding!!"

OK

"Thanks for asking but I already have plans. Could I give you the names of some other interpreters you might contact?"

"Thanks for asking but my skills are not yet ready for interpreting a banquet, could I give you the name of the local service provider who could arrange for a qualified interpreter?"

Let's presume that you don't take the job, what do you say?

____

____

____

____

I've checked with school policy and found that I would not be able to receive compensation, so I'll have to decline.

OBJECTIVE A-2: APPROPRIATELY ASK OR DETERMINE WAGE OR SALARY.

Below are three hiring situations with questions following each situation. You must determine the best answer and write your answer in the space to the right. When you are finished with all three, go to the instructor for the correct answers.

SITUATION #1

You are hired by the local service provider to interpret for a meeting of the local community college advisory committee. The meeting will begin at 10 a.m. and conclude at 3 p.m. You will be expected to work through the lunch hour. The service provider tells you that you will be paid according to TCD rates and your certification. You are a CSC holder.

How much will you earn for the interpreting assignment?

____

SITUATION #2

You are in a job interview for a position with the local school district. The salary was not in the written job description and you would like to inquire about it.

What will you say?

____

SITUATION #3

A deaf person from the community asks you to interpret a meeting he would like to attend. The local service provider is not able to pay for your services at this meeting but you would like to interpret as it is important for this person to attend the meeting.

Suppose this person can pay you but you know that his ability to pay your whole fee is limited?

How will you arrange for payment for your services?

____

____

____

What will you say? What kind of arrangements might you make?

____

____

____

OBJECTIVE B-1: SELECT APPROPRIATE DRESS FOR VARIOUS SITUATIONS.

As you learned in the introductory units, dressing appropriately is critical to the professional "presence" of an interpreter. We will go back and select various situations from the section on compensation and you will describe the appropriate dress for the assignment.

Probably slacks and a warm, solid shirt or blouse with comfortable shoes. Females could wear dresses if the style is appropriate and the individual feels comfortable.

You are to interpret at a local MH/MR facility serving deaf clients. This is an educational situation. You will be interpreting in the classroom for young adults from 14 to 21 years of age.

How will you dress for this assignment?

____

____

You have decided to accept the interpreting job for the high school sports banquet.

How will you dress? ____________________

____

____

Women would probably wear a dark, solid evening dress about cocktail length and men would wear suits or jackets with vests. There should not be excessive makeup or flamboyant hairdos for the evening and not much jewelry, perhaps a simple necklace and a ring.

Women would probably look best in a nice warm, solid dress that is casual or office type clothing. Men would look nice in slacks and a shirt and maybe a tie or a vest. You have to hit the happy medium of not too formal and not too casual.

So far, you have had to have a wardrobe of slacks, shirts or blouses, dresses, and suits that are all warm, dark, solid colors. That could get to be expensive and boring to have clothes all the same with minor variations in color. Can you think of some ways to make your wardrobe less expensive but always be dressed appropriately?

You are hired by the local service provider to interpret for a meeting of the local community college advisory committee from 10:00 a.m. - 3 p.m.

What will you wear? ______________________________

____

Ways to make your wardrobe less expensive but always appropriate:

1.

2.

You probably thought of some clothes combinations that you could use with all kinds of situations and always be dressed well. One of the best ways to cut the expense of clothes is to buy an interpreting smock or jacket. These can usually be purchased through a uniform store and look good for casual or formal occassions. It can be carried with you always and is easy to wash and take care of. Many interpeters buy these smocks or jackets for the convenience and the consistency of appearance.

OBJECTIVE B-2: DURING ON-SITE VISITS, IDENTIFY APPROPRIATE AND INAPPROPRIATE CLOTHING AND MAKEUP.

INDIVIDUAL ACTIVITY #1: Within this unit are forms for on-site visits which your instructor will assign you. Visit these places and observe working interpreters and fill out the On-Site Observation Form.

ON-SITE VISIT OBSERVATION FORM

1. Place:

Date:

Situation:

Dress: Appropriate ___ Inappropriate ____

Reasons: ______________________________

____

____

2. Place:

Date:

Situation:

Dress: Appropriate ___ Inappropriate _____

Reasons: ______________________________

____

____

3. Place:

Date:

Situation:

Dress: Appropriate ___ Inappropriate ____

Reasons: ______________________________

____

____

4. Place:

Date:

Situation:

Dress: Appropriate ___ Inappropriate ____

Reasons: ______________________________

____

____

OBJECTIVE C-1: SELECT INAPPROPRIATE BEHAVIORS AND GIVE REASONS.

As a professional working with deaf people, you should exhibit certain behaviors that are not necessarily outlined in the Code of Ethics. They have already been discussed in the Introduction course but now you will consider specific behaviors in the educational situation. In the column to the right are descriptions of working situations and some behaviors exhibited by interpreters. Decide if the behavior is appropriate or inappropriate and give reasons.

Very inappropriate. Even though it is a break time and the interpreter is also on break, it is impolite to stand around talking with hearing people in the presence of the deaf student without signing at all times. The interpreter does not have to interpret the conversation unless the deaf person requests it but as a matter of etiquette should sign for himself at all times. The interpreter should also consider this time as relief and use it to relax and take care of personal matters.

While on break time from a lengthy class, the interpreter is asked several questions about deafness and interpreting by hearing students in the class who have never seen a deaf person and an interpreter before. The interpreter begins chatting with the students and does not sign. The deaf person who has been getting a coke from a machine stands and watches and eventually walks off.

Appropriate ____ Inappropriate ____

Why? ______________________________

____

____

No, your behavior is not appropriate. You should be following the instructor around in a very inconspicuous manner so that the students can feel free to ask questions and the instructor can feel free to talk with any of the students.

Even though the lab is long and you are sitting most of time you are still a professional, trying to convey that image, and gum chewing is inappropriate at that time.

At a teacher's workshop, where the teachers themselves are a mixed audience, you are hired to interpret mainly for the speaker and workshop presentor. Sometimes the teachers are to be working at their tables on various activities. The instructor begins strolling from table to table. You stay at the front in the position where you have been for a majority of the time.

Appropriate ____ Inappropriate ____

Why? ____

____

____

You are hired to interpret in a machine shop lab at a technical college. The lab is about four hours in length. You smoke, but are not allowed to smoke in the shop so you chew gum trying to quell your desire for cigarettes.

Appropriate ____ Inappropriate ____

Why? ____

____

____

This is appropriate behavior. It is impolite to yell out what the speaker is saying. If the interpreter asks for assistance and is willing to remove himself; if you can do the job and are willing to, then by all means do so--it will facilitate communication.

In interpreting, it is the responsibility of the communicators to indicate that communication is not happening. The audience must stop the speaker, explain that the message is not being clearly presented and request something be done. The same is true in the opposite situation; if the speaker is not understanding the audience then the speaker should stop the communication and ask for clarification.

You attend a parents-teacher's meeting and are sitting in the middle of the audience. The speaker now is a deaf person and the interpreter who is voicing is having problems understanding the speaker. As much as you would like to help (since you do understand the speaker), you are silent.

Appropriate ___ Inappropriate ___

Why? ____

____

____

OBJECTIVE C-2: DETERMINE BEHAVIOR. PROPOSE CORRECT BEHAVIOR.

LIVE/VIDEOTAPE PERFORMANCE OBSERVATIONS

Performance #1

Appropriate _____ Inappropriate _____

Correct behavior proposed (if necessary):

Performance #2

Appropriate _____ Inappropriate _____

Correct behavior proposed (if necessary):

Performance #3

Appropriate _____ Inappropriate _____

Correct behavior proposed (if necessary):

Performance #4

Appropriate _____ Inappropriate _____

Correct behavior proposed (if necessary):

TEACHER'S GUIDE

Suggested Preparations, Activities, and Resources:

Objective A-1	Have the student check the Internal Revenue Service or a Certified Public Accountant about record keeping for professional work. Because these units are individualized, students should go out and seek this information themselves. Prepare handouts of RID, TCD, and VR fee schedules.
Objective A-2	Prepare answers for hiring situations.
Objective B-1	Prepare answers for unit questions.
Objective B-2	Arrange on-site observations at an educational facility. Provide additional observation forms.
Objective C-1	Determine appropriate responses to questions.
Objective C-2	Prepare live/videotape performances of behavior situations that might occur when not actually interpreting but still within the situation. Examples: Interpreters in lab situations (not consistently interpreting); in classroom with very young children; during meals; when asked questions by parents or students.

Resources:

Texas Commission for the Deaf
Dr. Larry Stewart, Executive Director
P. O. Box 12904, Capitol Station
Austin, Texas 78711
512/ 492-2492

Texas Rehabilitation Commission
Ralph White, Program Specialist
Hearing Impaired Program
118 East Riverside
Austin, Texas 78704

Registry of Interpreters for the Deaf, Inc.
814 Thayer Avenue
Silver Spring, Maryland 20910

Text: Introduction to Interpreting, RID, 1980.

FOR THE INSTRUCTOR

Teaching Interpretation Skills

In the past it has been very hard to define what sign language interpreters do and how to teach those skills. This unit will define for you some of the processes taking place when interpreting occurs and make suggestions as to teaching ideas for conveying this process to new students or clarifying it for interpreters who are already practicing their art.

As the process of interpreting takes place, all of us are doing analysis in our minds. We analyze the message for what it says, what it means, and how to say it in the target language (the language into which we are interpreting). This process is called text analysis. The text is the message - what is being said in one language; the analysis is determining what is being said, what it means, and how to say it in target language.

There are two aspects of analysis: one is linguistic and the other is functional. A linguistic analysis is a determination of what was said and to some degree what is meant. A linguistic analysis focuses on comprehending the message by studying the language, the words, and the meaning. A functional analysis focuses on other clues given during a message: facial and body expression, cultural context, environment, ages and sex of persons involved. Many times these clues make a great deal of difference in our interpretation because we are interpreting, not only languages, but cultures.

THE IDEA WE WANT TO CONVEY IS THAT DURING INTERPRETATION, ANALYSIS TAKES PLACE, WHEREBY WE SEARCH FOR EQUIVALENT MEANINGS FROM THE SOURCE (OR ORIGINATING) LANGUAGE TO THE TARGET LANGUAGE.

Our field has seen many changes in the last few years with new information about American Sign Language, its linguistics, methods of second language teaching, and methods of foreign language interpreting instruction. From these fields and the information gleaned, we can devise exercises and methods to teach interpreting. The ideas that follow are to help you teach what you already do when you interpret. They are to help you teach the process of text analysis. Analysis is a process when learned slowly, correctly, and repeatedly can become an automatic procedure in the thinking processes of interpreting. Accompanying these ideas will be one reading and a bibliography to provide you with more information.

*Much of the ideas and information contained herein are from papers, discussions, and a seminar with Robert M. Ingram, Curriculum Specialist with the Interpretation Department at Madonna College, Michigan. Some ideas herein are also obtained from conversations with and workshop papers of Janet Acevedo, CSC, Coordinator of Sign Language/Interpreter Training Programs, La Guardia Community College, and W. F. Roy, III, CSC, Free-Lance Consultant/Trainer.

Linguistic Analysis

The first aspect of analysis is to linguistically understand the message presented. Just comprehend. Interpretation becomes the process whereby you determine an appropriate rendering into the other language. The linguistic analysis is not completely separate from the functional analysis, but we will discuss it here as, fluency in two languages might be the ideal student and as yet not the norm.

1. ASL (see *Signs of Language*, Klima and Bellugi, Chapters 9, 10, 11, and 12)

One grammatical feature of ASL is aspectual modulation on adjectival predicates. "...signs in the first group (signs like SICK) can be made with several variations in movement: a circular reduplicated form, an elliptical reduplicated form, a single quick thrustlike movement, a single accelerating movement, among many others. The kinds of meanings encoded by such dynamic changes in the movement of a sign are meanings like those English usually renders discursively as *tend to get sick*, *get sick easily*, *sick for a long time*, *incessantly sick*, *get sick often*, and so forth. These changes in form, then, result in subtle changes in aspectual meaning, that is, distinctions that indicate such aspects as the onset, duration, frequency, recurrence, permanence, or intensity of states or events. Aspects, as distinct from tenses, are different ways of viewing the internal temporal consistency of a situation. Tense locates a situation in time (say, the past), whereas aspect considers the time course of the event itself: *He was sick often* and *he tended to get sick* may both refer to the same recurring episode, but they focus on it differently; the difference in focus is aspectual". (Klima and Bellugi, *Signs of Language*, pp. 246-247)

Discrimination exercises for interpreting can be designed from grammatical exercises using signs that have aspectual modulation, or signs that when combined with other signs take on different meanings, or when signs are used in a listing manner to indicate a category (i.e., BANANA, APPLE, ORANGE - FRUIT). These exercises can be presented on videotape for students to view and select the best interpretation or decide on words or phrases themselves. Keep in mind that interpretation is not always and should not be a word-for-word translation of languages but at times will necessitate changes in structure and phrasing.

Interpretation has boundaries of remaining faithful to the message and intent but allows for much freedom within the actual wording or phrasing so as to present one message and culture to another language and culture.

Linguistic Analysis (cont'd.)

2. English

Within English, there are grammatical words and phrases that need equivalent meanings in ASL. Some examples are prepositional phrases and words or articles. For example,

Preposition	Used to Mean	ASL Equivalent	Interpretation (Sign description or gloss)
ON	go on	verb (incorporated within)	GO AHEAD (closed five handshape, palms facing body, move forward)
	sit on		SIT; SIT DOWN
	put on		Mime action of putting on ______
	on and on and on		CONTINUE
Article			
SOME	some thing		SOMETHING (index finger in air, slightly vibrating)
	sometime	time indicator	SOMETIME (index finger R brushing palm of L hand)
	some one	noun	same as SOMETHING
	someday	time indicator	FUTURE DAY

Functional Analysis

A functional analysis is to analyze and interpret all clues within a communication context including language. During interpretation we want to do more than analyze the grammatical features of each language. Knowing what kind of communication is taking place, knowing the environment, knowing the intonations/facial-body expressions and their meanings, knowing cultural differences and similarities can change and enhance the quality of the interpretation. Analyzing these clues is a functional analysis.

The initial step is to discover the style or register of the language being used within the communication context. The five styles/registers of language presented here are from The Five Clocks by Martin Joos.* These styles/registers exist in all languages.

A. FORMAL: a presentation from a singular source to a group, such as an audience; usually one way, based upon conventional forms and rules; rigidly ceremonious.

B. INFORMAL/CASUAL: marked by the absence of ceremony; characteristic of or appropriate to ordinary or familiar use; e.g., unstructured social conversation.

C. CONSULTATIVE: the act of conferring; to deliberate together; to ask the advice or opinion of; e.g., helper/helpee relationships, professional staff meetings.

D. INTIMATE: marked by very close association; contact or familiarity; suggesting informal warmth or privacy; e.g., affectionate terms and personal conversation.

E. FROZEN: the language is incapable of being changed, undone; language is preserved; e.g., Shakespeare, poetry and songs.

Almost every message will fit into one of these categories and perhaps more than one category. After deciding which register is being used in one language, you must select the matching register or style in the other language.

Another step in the process is to determine the cultural uses of the language and what they mean and how they are to be presented in another language. For example, within the cultural group of ASL and deaf people, the word or sign DEAF is signed in different ways to indicate a person's upbringing or acceptability within the

*Joos, Martin. The Five Clocks. Harcourt, Brace, and Jovanovich: New York, 1967.

Functional Analysis (cont'd.)

minority group. Another example is within deaf culture it is acceptable and commonplace to discuss sports players by their numbers, not their names. During interpretation from ASL to English an appropriate interpretation is to change the numbers of players to names, as names are acceptable in the English culture. Another example is suppose you have a young man telling a story about his motorcycle, his first motorcycle, in ASL and he linguistically says, "I got on the motorcycle." Noting his facial expression, his age, and his manner you could interpret his statement to say, "I mounted that sweet machine."

Other types of functional analysis are to look at how the language is being used. For example, in English there are tag questions. ASL also has tag questions which many of us interpret the same way everytime. Tag questions in ASL are, "..., RIGHT?" (the question being on the face), and simply "?" (making a question with the hands and on the face). These tag questions have other interpretations rather than always saying in English, "Right?"

Tag Questions:	Affirmative	Negative
English	"He didn't do it, did he?"	"He did it, didn't he?"
ASL	"?"	"RIGHT?"

These equivalents are appropriate interpretations of each other. Both the English and ASL function as tag questions.

Interjections and corrections are other English language usages that have ASL equivalents for interpretation. English speakers incorporate the use of "...ah...or...uh..." into their speech patterns. For interpretation, one must determine the function of such phrases and interpret (how would a speaker of ASL say it?).

English interjection	Function	ASL interpretation
"John would like ...oh, carrots."	referent selection (choice)	Five handshape on L hand, R index finger pointing at choices listed on fingers of L hand
" " " ...ah, carrots."	memory	L hand against forehead, R hand in 5 handshape, fingers waving, facial expression as if trying to recall
" " " ...well, carrots."	word approximation	5 handshape, palm down, balancing back and forth

Functional Analysis (cont'd.)

Other suggestions for signing these concepts:

1. look up or possibly down
2. change of facial expression
3. Use a loan sign
4. Use "IDEA"

Consider correction, clarification, and qualification in the following phrases:

1. He hit Mary, that is Bill did, with a frying pan.

   In ASL, the speaker would point again to Bill's location and perhaps add the sign, REMEMBER.

2. I'm trying to lease, rather sublease, my apartment.

   In ASL, the speaker would sign NO and wave hands as if to erase.

3. I really love, I mean despise, getting up in the morning.

   In ASL, the speaker would put a finger to mouth with cheeks full of air.

4. I'll be done immediately. Well, in a few minutes.

   In ASL, the speaker would sign NO, MEAN.

Remember functional analysis occurs in English and ASL. You might just begin by discussing who is speaking, why the person is speaking and to whom, and what the body language says; the kinds of analysis of who, what, and why a person is speaking.

Text analysis does not have to be a process done by instructors and students alone. Various experts can be involved in the process: i.e., English language experts, deaf persons fluent in ASL, experts in the subject matter, and experienced interpreters. These people can be included in an analysis, especially at initial learning stages and provide language variation and enrichment and clues particular to a culture to aid in the analysis process.

Most of us do these kinds of analysis, but we have found it difficult to explain to new interpreters to give them practice in doing this kind of thinking. This kind of instruction is new to all and until further explored will probably be up to individual trainers to work out for themselves and present their material to us through professional development.

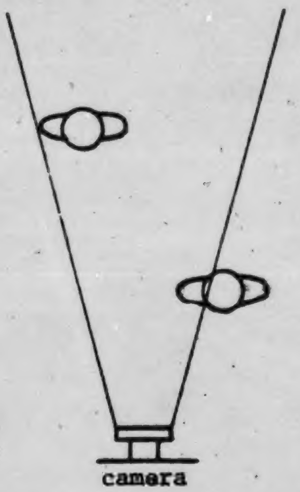
Audio/video Production

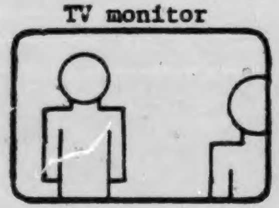
Because analysis is both auditory and visual, all interpreting training tapes must be both audio and video. It is just as important to view the English speaking (usually hearing) person to learn to analyze communication codes.

When devising scripts for audio/video production the underlining of particular words, phrases, and ideas will help to objectively grade students on skills. To identify an objective, percentage accuracy, you must predetermine parts of the interpretation for grading. See RID Evaluation Script Manual for examples.

One very important part is to make the scripts and tapes as close to real work situations as possible. Go into classrooms, meetings, labs, and other educational situations to tape what happens or record what happens and produce or re-produce the same for training. Some examples of educational texts are: elementary reading classrooms, an introductory lecture to machine shop tools, counseling situations, and others. Use audio/video tape to tape students for feedback and critique.

Below is a drawing of camera angle to produce situations as real as possible for the third part of the Interpreting Unit: Interpreting between Two Languages.* This will allow the student to practice as an interpreter without having to set up role-play situations and maintain the individualized concept of this instruction.





Camera is assuming interpreter position with this filming technique and therefore the student, when viewing, is the interpreter. The interpreter interprets English to ASL and ASL to English. This technique should also be used in the testing of interpreters.

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* W. F. Roy, III, Personal Communications, 1978.

Evaluation Techniques

Every student has a right to know how they will be evaluated. The enabling objectives tell students what they must know to pass an evaluation but students need and will succeed better when given an opportunity to experience the evaluation procedure. Mock evaluations, pre/post tests, and the underlining of scripts for the instructor and the student's review will provide the experiences for evaluation procedures.

Resources

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Workshop Presentation
Conference of Interpreter
Trainers, 1979

REVERSE INTERPRETING

Despite its title, this presentation is not exactly about "reverse interpreting", for two reasons. First, I do not accept the term "reverse interpreting," and secondly, I am going to focus not on the skill itself, but on how to teach the skill. Consequently the presentation would more correctly be labeled, "Suggestion for Teaching Interpretation from ASL to English".

Terminology

Steven Fritsch Rudser presented a good rationale for not using the term "reverse interpreting" in his article on the front page of the January, 1979, issue of Interpreterviews, but the controversy actually goes back to 1972, when Lou Fant objected to the term in an article published in The Deaf American. I tried to reinforce Lou's position in the article entitled, "A Communication Model of the Interpreting Process," published in the Journal of Rehabilitation of the Deaf in 1974 and in subsequent publications. "Reverse interpreting" is an inappropriate term, because it implies that one language is inferior to the other. It suggests that the natural process is to interpret from English to ASL and that to interpret from ASL to English is somehow unnatural or abnormal. English-Spanish interpreters do not speak of "reverse interpreting" from Spanish to English. It would be unthinkable of them to treat one language as subordinate to another. A deaf person once asked me, "Will you reverse interpret for me this afternoon?" And I replied, "Does that mean that you want me to talk backwards?" I do not mean to suggest that we should behave brashly, but I do think that we have to be more conscious of the terms we use and educate our consumers about proper terminology as appropriate.

The term "sign to voice" is being used more and more in place of "reverse interpreting". I am not sold on this term either, because it is ambiguous. What kind of sign are we talking about? What language are we voicing? This term also suggests that deaf people do not voice, or vocalize, when they sign.

The counterpart to "reverse interpreting" has traditionally been "expressive interpreting". This term, too, implies the superiority of English over ASL. What is more, there is always one language being "expressed" during interpretation. When we interpret from ASL to English, we are "expressing" in English. The type of expression we convey in our interpretation (e.g., anger, disgust, pity, elation, pleasure, etc.) depends, of course, on the type of expression used by the speaker or signer from whom we are interpreting. In other words, all interpretation is expressive--as expressive as the original.

What is wrong with using the term "interpreting" to refer to the process of interpreting from English to ASL or from ASL to English? Interpreters of spoken languages (i.e., French-English, Spanish-Russian) use only the term "interpreting" regardless of which language they are interpreting from or to, and I see no reason why we should not do the same. If it becomes necessary to specify which is the source language or which is the target language, then we might say that we are interpreting "from ASL" or that we are interpreting "to English" or "to Spanish".

Just as I see no reason for separate terms for interpreting from English and interpreting from ASL, I see no reason to teach the skills separately. That is, I see no need for separate courses in "Interpreting from ASL to English" and "Interpreting from English to ASL". An interpreter is rarely expected to interpret in only one direction. A student has to learn not only how to interpret in both directions, but also how to switch rapidly from one direction to the other and back again. It may be appropriate and necessary to drill the skills separately, but at some point, they must be integrated.

Along these lines, it makes no sense to me that there should be separate RID certificates for Expressive Interpreting and Reverse Interpreting, as we had in the past, or even that the passing score for interpreting from ASL to English should be 60% for the Interpreting Certificate (IC) while the passing score for interpreting from English to ASL is 70%. Why don't we have just two basic certificates, the Interpreting Certificate and the Transliterating Certificate, and require applicants to interpret or transliterate with equal competence in both directions? There would be no need for the Reverse Skills Certificate or even the Comprehensive Skills Certificate. A person who passed the entire evaluation would simply be awarded two certificates, IC and TC. Better still, how about just one certificate, say the Certificate of Linguistic Competence (CLC), which may be specified for either Interpreting or Transliterating or both?

Traditional Training Approaches

How has the skill of interpreting from ASL traditionally been taught? I suspect that the skill has really never been taught at all. Rather, we have taught "receptive ASL" by the grammar-translation method and called it "reverse interpreting". The grammar-translation method is a method used in second-language teaching. Students are given a text--in this case, an ASL text--and asked to translate it. (I am using the term "translation" here in its broader generic sense.) The grammar-translation method is largely rejected by contemporary second-language teachers as ineffective.

The term "receptive skills" is another term I do not much care for. Instead of talking about "receptive skills" and "expressive skills" in second-language acquisition, I think we would be more precise to refer to "comprehension" and "production".

Essentially, I am saying that our approach to teaching students to interpret from ASL to English has historically been a haphazard, trial-and-error, "Pete and Repeat" procedure. In saying this, I do not mean to condemn the noble efforts of the many fine intepreter trainers around the country. I have made as many mistakes in training interpreters as the next person. But today we have a lot more information to go on, and I would like to suggest some ways we can use this information from linguistic research, from second-language teaching, and from the training of spoken language interpreters to improve our own approaches to interpreter training.

Text Analysis

One of the mistakes I think we make training interpreters is to focus on the interpreting situation rather than the text being interpreted. We teach courses and workshops on "Interpreting in the Educational Setting", "The Legal Setting", "The Medical Setting", and so on. We stage mock trials to teach interpreters about courtroom procedures, and we role-play classroom procedures, funeral procedures, intake interview procedures, and many other procedures, but we never really get down to the nitty-gritty of interpreting; problems of equivalence between languages with regard to a given text. I submit that it is not the job of an interpreter trainer to teach courtroom procedures; for that kind of informaiton, students should be referred to courses in criminal justice. Students should learn about classroom procedures from the Education Department and about hospital procedures from of the Allied Health Departments. Interpreter trainers cannot be experts in all fields nor should we try to be. It is time to turn our attention to the real task of interpreter training; the analysis of texts.

Text analysis is not a new technique. It has been employed by translators in one form or another for centuries. Only recently, however, has the analysis of texts been investigated scientifically. Notable examples are the works of Roman Jakobson, Talmy Givon, Stephen Tyler, Eugene Nida, T. A. van Dijk, John Beekman and John Callow, and I. A. Richards. To illustrate the principle of text analysis, I will review a relatively simple, but classic, classification of texts proposed by the anthropologist, Joseph Casagrande.

Casagrande published an article in 1954 in which he described four "Ends (or Types) of Translation". He called these Pragmatic Translation, Aesthetic-Poetic Translation, Ethnographic Translation, and Linguistic Translation. Other writers have proposed other categories, and many of their approaches are worth considering. Casagrande's classification is not necessarily the best, but it is a good one to start with.

Pragmatic Translation

"In pragmatic translation," says Casagrande, "the purpose is essentially to translate a message as efficiently and as accurately as possible. The emphasis is on the content of the message as such rather than on its aesthetic form, grammatical form or the cultural context, all of which are subsidiary to the practical, matter-of-fact goal." Pragmatic translation, or more precisely, pragmatic interpretation, is generally what sign language interpreters do. We emphasize getting the message across without regard to the linguistic or cultural context or aesthetic form. This approach is not necessarily bad, but neither is it always the best approach to take.

Aesthetic-Poetic Translation

Sometimes we should employ aesthetic interpretation, or what we typically refer to as "artistic interpreting". Ah, "artistic interpreting", another terminological masterpiece. I recall the story of a little boy who was trying futilely to extract some ketchup from a bottle for his luncheon hamburger when his mother relieved him of the chore. As she proceeded to pound the base of the bottle with the palm of her hand, the doorbell rang. The little boy scurried to the front door to greet the traveling salesman he found standing there. "Is your mommy in?" asked the salesman. "Yeah," replied the little tyke. "She's in the kitchen hitting the bottle." The moral of the story is the names we give to things and to ideas are more than mere labels; they are representations of our attitudes toward our work and the people who benefit from our work.

So what is wrong with the term "artistic interpreting"? When we refer to the interpretation of an aesthetic text as "artistic interpreting" we imply that only certain kinds of interpreting are artistic. In truth, all interpreting is artistic. Even the interpretation of obscene stories is artistic if the interpretation is well executed. Similarly, we should reconsider the use of such terms as "legal interpreting" (is there such a thing as "illegal interpreting"?), "religious interpreting" ("Sacreligious interpreting"?), and so on. It is not the interpreting which is artistic, legal, or religious; it is the text. Therefore, I suggest that we begin to talk of the interpretation of texts: pragmatic texts, aesthetic texts, scientific and technical texts, distorted texts (as in schizophrenic speech), etc.

When we interpret an aesthetic text, such as a poem or a joke, we are concerned with the content, of course, but we are also concerned with the form. A poem that rhymes in English ought to rhyme in its ASL interpretation, though rhyme in ASL is the result of visual, not auditory similarities between signs. Most of what is called "artistic interpreting" is not really interpreting at all. It is manual choreography. That is to say that emphasis is placed on making the signs look pretty. That is only one step in the interpretation of an aesthetic text. The first step in interpreting a poem, say, from English to ASL is to decipher the meaning of the poem. This process may take one reading, or it may take dozens of readings plus supplementary research (i.e., research on the life of the poet, the literary period in which the poem was written.). The second step is to express the poem in ASL, giving particular attention to correctness of ASL grammatical form and avoidance of English interference. At this stage, the interpreter should not be concerned with exactness of interpretation, but with re-stating the poem as completely and intelligibly as possible into the target language (in this case, ASL). Thirdly, the interpreter should re-read the original poem to determine what poetic devises were employed, such as rhyme, meter, imagery, methaphor, onomatopoeia, and style. Aesthetic texts are the most difficult to interpret, because these poetic elements "are precisely those aspects of language which are most resistant to translation" (Casagrande). Finally, the interpreter should re-state the poem once more in ASL in a manner that infuses those poetic devices found in the original into the ASL interpretation. This process may take repeated trials. A good interpretation may take weeks, even months, of effort to perfect.

We tend all too often to think of artistic interpreting as something we do with songs and poetry composed in English. We forget that poetry and literature exist in ASL as well. The storytelling genre in ASL is full of unique poetic devices. Who cannot appreciate the aesthetics of a tale recounted by a deaf person on a witness stand except those whose command of ASL is less than adequate or those who simply will not see? We are not called upon to interpret poems everyday, but rarely do we interpret from ASL without encountering some aesthetic phrases. The question is, "Are we interpreting those phrases properly (i.e., aesthetically), or do we interpret every expression as if it were strictly pragmatic?"

Ethnographic Translation

Another kind of translation, according to Casagrande, is ethnographic, which "is concerned primarily with the explication, either in annotation or in the translation itself, of the cultural context of the message in the source language." In other words, there are words in one language which are not readily translatable into other languages, because the words refer to cultural distinctions not found in other cultures. A commonly cited example in the literature or translation theory is the phrase "white as snow". Now, suppose you are interpreting that phrase to somebody from the African bush country who doesn't know what snow is. He has never seen it; he has never heard of it. Even if has a word for snow in Swahili or whatever his language is, a lot of good it will do if he doesn't have a referent for that word. So, some translators have suggested that we use a phrase like "white as egret feathers". An egret is a bird with very white feathers that is found in Africa. The point is that ethnographically, or functionally, the phrase "white as snow" is meaningless when it is expressed for some people, but that same concept is very meaningful when it is expressed "white as egret feathers". This is an example of ethnographic translation.

There are cultural differences between hearing and deaf communities, too. Does the phrase "deaf and dumb" mean the same thing to a hearing person that it means to a deaf person? In ASL, there are at least half a dozen signs for the concept of deafness depending on cultural, rather than diological, distinctions. So, when a deaf person chooses one of those alf a dozen signs to signify that someone is deaf, he is really saying something about the person's social acceptability in the deaf community. Yet, that extra bit of information is hardly every conveyed through interpretation. Another example is sexual signs. Native speakers of English (i.e., hearing people) have many euphuisms for sexual intercourse. James Woodward has demonstrated that ASL does not lack signs for sexual concepts, but it is not uncommon for a deaf person to have only one sign for sexual intercourse, the sign commonly glossed as FUCK. The conflict arises in that the English word 'fuck' is a socially restricted term, while the sign is not as socially restricted in the ASL community. Consequently, when a deaf person uses that sign, he may not be swearing at all. He may simply be using the only sign he knows. Depending on the context in which the sign is used or the manner in which it is gesticulated (i.e., articulated), the sign might be more accurately interpreted as 'copulate', 'make love with', 'go to bed with', or, at the other extreme, 'ball', 'screw', or 'lay'. In choosing an appropriate term, the interpreter has to consider cultural circumstances as well as the signs, and this is what is meant by ethnographic translation.

Linguistic Translation

A fourth type of translation, according to Casagrande, is linguistic translation, wherein "attention is paid primarily to structural or grammatical form." What Casagrande means is that the interpreter should look at the signs that are produced and try to gloss those one for one. A "gloss" is a representation of a word by a word in another language. In other words, if the deaf person signs in ASL, YOU ME MOVIE DOWNTOWN GO FUN, that is exactly what the interpreter says--not, 'Let's you and I go downtown to a movie and have some fun'. A lot of beginning students in interpreting classes interpret linguistically, then they gradually get away from it.

Most of the time, a linguistic interpretation would be very inappropriate, but there are times when it is desirable. For example, it can be used as an intermediate step in the training of interpreters. Linguistic interpretation draws out the contrasts between two languages. A lot gets lost in the translation, but that is exactly the point. The students are then forced to go back to the original ASL and figure out what got lost and why. It forces them, for example, to pay more attention to facial expressions and other nonmanual components as well as inflections on the signs--the very things that do not come across in a strictly linguistic interpretation. The trainer says to the trainee, "Now, this is all you got. What's missing? How were the missing parts of the message conveyed in the original ASL? How do we express those missing elements in English?"

Linguistic interpretation can also be used when one is interpreting for a linguist. For example, a linguist might go to an interpreter and say, "I have a videotape of a deaf person signing. Would you interpret it for me word-for-word?" The linguist might be studying sign order, or syntax, and needs to know the exact order of the signs. A good linguist will know that there is a lot more to the language than what is coming across in the gloss, but there has to be a point of departure.

Sometimes we are asked for a linguistic, or word-for-word, interpretation in situations where such an interpretation is inappropriate. A judge in a courtroom, for example, might instruct an interpreter to interpret "word-for-word". Usually, the judge simply means to interpret as accurately as possible. However, if the judge means literally to have a word-for-word interpretation, my response would be, "I am the interpreter here. I will determine what kind of interpretation is appropriate. I don't tell you how to be a judge; you don't tell me how to interpret." Oh, I would try to be as courteous and tactful as possible, but I think it is high time we interpreters asserted our authority to define our profession instead of letting others define it for us. We are the experts in our field, and I think we need not be restrained in displaying that expertise.

To summarize, the four types of translation, or interpretation, suggested by Casagrande are pragmatic, aesthetic-poetic, ethnographic and linguistic. These types are not clearly distinct, however. Elements of all four may be found in a single text. The task of the interpreter is to identify these various elements and interpret them accordingly.

The basis for interpreter training, then, is not the situation, but the text, and the method is text analysis. Instead of courses in "Interpreting in the Educational Setting" and "Interpreting in the Legal Setting", perhaps an interpreter training program should have only one course in "The Interpreting Environment" plus at least one course in text analysis (analysis of ASL texts and English texts) followed by a series of courses such as "Interpretation of Conversational Texts", "Interpretation of Scientific and Technical Texts", and "Interpretation of Aesthetic Texts". There might be one series of such courses in simultaneous interpretation and another series in consecutive interpretation. Regardless of how the curriculum is divided into courses, the basic method of interpreter training must be the analysis of texts.

The Language Laboratory

I would like to turn now to a discussion of some specific techniques I use in teaching students to interpret from ASL to English. In particular, I would like to talk about the use of the audio-visual language laboratory. A language laboratory can be found in almost any college or university with a fair-sized foreign language program, though many two-year colleges do not have such facilities. A language lab is a room containing a row of carrels containing a tape deck, a microphone, and headphones. Each tape deck is wired to a main control board, from which the instructor may play, record, or monitor tapes. The audio language lab becomes an audio-visual language lab with the addition of a videotape monitor and tape deck.

The audio-visual language lab allows the instructor to do many things that could not easily be done otherwise. Usually, only one student can interpret at a time from a videotape of a story in ASL, but with the audio-visual langauge lab every student in the class can interpret at the same time and record his or her interpretation on audiotape for subsequent playback. While the students are recording their interpretations, the instructor can monitor any student's performance from the main control board and even speak directly to a single student or any combination of students without disturbing other students in the class.

The recorded interpretations can all be played back at the same time in synchronization with the videotape so that each student may individually check his or her own performance. Then, the audio recordings may be played back one at a time and channelled through all the headphones so that each student's performance may be studied by the entire class. During the review process, the class pays special attention to grammatical and textual problems as discussed above.

Frequently, I grade students' audiotapes without viewing the videotape that was interpreted. In this way, I can determine whether the student's output sounds like an interpretation or a speech. A really good interpretation should not sound like an interpretation at all but should sound like a speech presented originally in English.

Modeling can also be done very effectively with the use of the language lab. Experienced interpreters can be asked to interpret videotapes, and their interpretations can be recorded prior to or during class. I often have recorded two or three experienced and competent interpreters from the same videotape to demonstrate to my students that even the best interpreters will not interpret a text in exactly the same manner. These experienced interpreters are invited to the class to participate in a free and open discussion of the various performances. Occassionally, an interpreter will confess that another interpreter has captured something that he or she has missed, but frequently the interpreters will agree that they have simply made different choices and that one is not necessarily better than another.

Voicing Techniques

The first task a student has to learn in interpreting from ASL to English is more mechanical than linguistic. The student has to learn how to vocalize in English at the same time he/she is comprehending in ASL. To develop this skill, it is extremely helpful for students to interpret tapes whose content is already familiar to them. Thus, the student can focus exclusively on the voicing task without having to worry about linguistic or textual variables. The instructor might begin by showing the students a tape of a very familiar story, such as The Pledge of Allegiance, or a common nursery rhyme. The students would then voice the tape after having already seen it or perhaps even after having it interpreted by the instructor or some other role model.

Once this basic task is accomplished, the instructor may work on variations in voice quality by varying the manner in which the stimulus material is presented. For example, the instructor might sign the same story a number of different ways, requiring students each time to match the variation in their vocal intonations. I have given my students a tape of "Mary Had a Little Lamb" signed twelve different ways (i.e., angrily, haltingly, nervously, pompously). The students were then graded on their abilities to capture the attitude of the signer in the tones of their voices. Students continue this manner with other tapes that gradually introduce new information and forms of expression. Thus, the direction is from very familiar texts (emphasis on voicing quality) toward highly unfamiliar texts (emphasis on textual accuracy as well as voicing quality).

Students find the language lab to be an indispensable aid in learning the skill of interpreting from ASL to English. They are able to return to the lab on their own time to review audiotapes and videotapes and to complete homework assignments. They may work individually or in teams. The language laboratory affords limitless possibilities for instruction and learning. I have suggested only a few. Hopefully, through experimentation and innovation, other instructors will discover and bring to our attention even more constructive techniques.

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LINGUISTIC AND SEMIOTIC APPROACHES TO THE TEACHING OF SIGN LANGUAGE INTERPRETATION

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Unit: Interpreting from spoken English to American Sign Language (ASL)/Pidgin Sign English (PSE)

Terminal Goal: Being exposed to an educational situation, interpret in ASL/PSE (as determined appropriate) with no more than five mistakes per interpretation based on instructor's evaluation.

Enabling Objectives: During this unit, you will become able to:

1. Given a fully written educational text, analyze and interpret audio/video tapes in a quasi-simultaneous manner and correctly interpret the fourth tape simultaneously with 85% accuracy.
2. Given an abstract or outline of an educational text, prepare and interpret audio/video tapes in a quasi-simultaneous manner and correctly interpret the fourth tape simultaneously with 90% accuracy.
3. Given a setting and topic of an educational text, interpret audio/video tapes in a quasi-simultaneous manner and correctly interpret the fourth tape simultaneously with 85% accuracy.
4. Given an audio tape of an educational text, interpret simultaneously and correctly interpret the second tape simultaneously with 90% accuracy.

INTRODUCTION

Now this is the first of three units designed to teach you the actual interpreting process. The first unit will be interpreting from English to American Sign Language/Pidgin Sign English, the second unit will be interpreting from ASL/PSE to English, and the third unit will be interpreting between the two languages. In the first unit, there are four objectives and within each objectives are a number of steps. In the first objective you will be given a lot of support to learn what you need and gradually through each objective the support will lessen until you are interpreting as you would in real professional work situations.

OBJECTIVE 1: GIVEN A FULLY WRITTEN EDUCATIONAL TEXT, ANALYZE AND INTERPRET AN AUDIO/VIDEO TAPE AND CORRECTLY INTERPRET THE FOURTH TAPE WITH 85% ACCURACY.

Normally, an interpreter will not receive a verbatim manuscript of a speech or lecture before an assignment. However, your instructor has a written script of several audio/video tapes which you will be interpreting during this first phase. You will receive and study this script to aid your preparation for this first interpreting experience.

NOTES

INDIVIDUAL ACTIVITY #1: Secure the script and read it carefully. Answer the questions on the Script Analysis Form #1.

The script analysis is to help you in two ways. First of all, it prepares you for what you will hear. You learn anticipation of what will be said or what you can most likely expect to hear in familiar English phrases and sentences. Secondly, it gives you a guide for how to prepare yourself for an analysis of a limited amount of information.

Hopefully, the class discussion allowed you to see different viewpoints and exchange ideas with others. Many times there are a variety of ways to analyze and interpret phrases or words or ideas and often the most important point is to interpret appropriately within the context of the meaning.

CLASS ACTIVITY #1: Participate in class discussion of the Script Analysis. Be prepared to explain your answers and give reasons for your analysis or interpretation of various English words, phrases, and ideas. Be sure and make notations on your script as to different analysis and the interpretation.

INDIVIDUAL ACTIVITY #2: Now get the audio/video tape of the script and as the speech begins, you watch. Observe two times and then ask the instructor to come and observe with you and discuss your analysis. Below are the number of times you watch/listen to the tape so you and the instructor can keep track.

Tape #1: 1_____ I_____
2_____

PART TWO OF THE ACTIVITY: Now practice interpreting this same tape three times and ask the instructor to come and observe you.

Audio tape #1: 1_____ 3_____
2_____ I_____

Instructor comments: ____________________

____

____

The next step will proceed in the same manner as what you just finished. Utilizing the instructor's comments, class discussion, and experience gained in the first script and tape, you can probably fill out this Analysis Form with a little less trouble and begin to really analyze all the factors necessary to interpret well.

INDIVIDUAL ACTIVITY #3: Get written Script #2 and fill out Analysis Form #2.

CLASS ACTIVITY #2: During class discussion, determine as a group the most accurate interpretation of English words and phrases. Be sure and write comments or different answers on your Analysis Form or your script.

INDIVIDUAL ACTIVITY: Now get the audio/video tape and analyze this tape two times. On your third practice, ask the instructor to observe you.

Now practice interpreting this same tape quasi-simultaneously and simultaneously two times each and ask the instructor to observe you.

Tape #2:

quasi-simultaneous	simultaneous
1_____	1_____
2_____	2_____
I_____	I_____

Instructor's comments: ___ ____________________

____

____

To reinforce your experiences with the two tapes you have just done, we will follow the same procedure one more time--but reduce the number of practice sessions prior to instructor observation.

Remember that even though you may have an 85% next to the I on Tape #3, there are probably some mistakes you are making. Be glad that the instructor is helping you and critiquing you now so that when you graduate, you will be a good interpreter. Be sure and work on the things the instructor points out so that they don't become bad habits!

INDIVIDUAL ACTIVITY #4: Get written Script #3 and fill out Analysis Form #3.

CLASS ACTIVITY #3: Have class discussion but you are limited as a class to 30 minutes.

INDIVIDUAL ACTIVITY #5: Now observe the audio/video portion one time and then practice interpreting three times and on the last practice, the instructor will observe you.

Audio tape #3:

quasi-simultaneous	simultaneous
1______	1______
	2______
	I______

Instructor's comments: ____________________________

____

____

Once again, you will follow the same steps as before but with reduced practice times and discussion with class members. If you do not feel ready to go to Objective 2 or do not make an 85% on this tape, the instructor will have extra tapes for you to practice with and gain more skill. Every person is different so take your time and do your best.

If you interpret accurately 85% of the tape based on the instructor's evaluation and previously recorded interpretations beginning with this tape, then you may go on to the next objective.

Now you are ready to go ahead with Objective 2.

INDIVIDUAL ACTIVITY #6: Get written Script #4 and fill out Script Analysis Form #4.

CLASS ACTIVITY #4: Have class discussion for 20 minutes.

INDIVIDUAL ACTIVITY #7: Observe the audio/video portion one time and practice interpretations two times and then the instructor will observe you.

quasi-simultaneous	simultaneous	
1______ ✓	1______ 2______	I______

Instructor's comments: ______________________________

____

____

OBJECTIVE 2: GIVEN AN ABSTRACT OR OUTLINE OF AN EDUCATIONAL TEXT, PREPARE AND INTERPRET AN AUDIO/VIDEO TAPE AND CORRECTLY INTERPRET THE FOURTH TAPE WITH 90% ACCURACY.

In this objective, you will receive an outline or an abstract of the speech you will hear. Many times, interpreters will have this kind of information with which to prepare for an assignment. With the outline or abstract, you will prepare for this assignment yourself and then check with the instructor.

The preparation questionnaire is to guide you in preparing for an interpreting assignment when you have received some information about it. Then when you enter the interpreting situation, you have some expectations of what will be said and what the topic will be and can have made a pre-assessment as to the language/system to be used.

With the first questionnaire, the instructor will give you much assistance in understanding what you should have filled out and how to get this information. As you continue with Objective 2, the instructor will allow you less and less time to discuss the information.

INDIVIDUAL ACTIVITY #8: Secure the outline or abstract from your instructor and read it carefully. Fill out the Preparation Questionnaire #1.

When you are finished, report to your instructor for a review of the questionnaire.

INDIVIDUAL ACTIVITY #9: Get the audio/video tape and observe for two times. Then practice interpreting as below and ask the instructor to observe you.

quasi-simultaneous   simultaneous

1______   1______   1______
2______   2______

Instructor's comments: ______________________________

____

Now you will go through the same procedure again. This time the instructor will spend a little less time with you to build your independence in doing the work yourself.

During this step, the instructor will check to see that you filled out the questionnaire only. If you have any specific problems, questions, or techniques, stop now and request some special time with the instructor. You can take time to work on special problems of your own and then come back to this point.

INDIVIDUAL ACTIVITY #10: Go and get the outline or Abstract #2 and fill out the Preparation Questionnaire #2.

When you are finished, see your instructor to check the questionnaire.

Now get the audio/video tape and watch it one time and then practice interpreting and the instructor will observe you.

quasi-simultaneous	simultaneous	
1______	1______	I______
2______	2______	

Instructor's comments: ______________________________

____

____

INDIVIDUAL ACTIVITY #11: Get a copy of the outline or Abstract #3 and fill out the Preparation Questionnaire #3. When you are finished, show the instructor that you have filled it out.

Now get the audio/video tape, watch one time, practice three times, and then ask the instructor to observe you.

1______ 2______ 3______ I______

Comments: ______________________________

____

____

This is the last step in this phase. If you have done two consecutive steps with 85% accuracy as determined by the instructor, then you may go on to Objective 3. If not, the instructor will have further practice tapes for you. During this step, the instructor will not check the questionnaire at all.

OBJECTIVE 3: GIVEN A SETTING AND TOPIC, INTERPRET AUDIO/VIDEO TAPE AND CORRECTLY INTERPRET FOURTH TAPE WITH 85% ACCURACY.

During this objective, you will be given the topic and the setting. After receiving this information, you may do any preparation you would like and then you will do practices with the tapes and then have the observations. During this objective, you will begin practicing interpreting at a simultaneous rate more frequently.

INDIVIDUAL ACTIVITY #12: Get the outline or Abstract #4 and fill out the Preparation Questionnaire #4. When you are finished, acquire the tape, observe one time and practice interpreting two times and then ask the instructor to observe you.

simultaneous 1______ 2______ I______

Instructor's comments: ____________________________

____

____

INDIVIDUAL ACTIVITY #13: Get the setting and topic #1 from your instructor. Do any preparation you wish; watch the audio/video tape. Practice this tape quasi-simultaneously twice and then practice simultaneously two times. After that, ask the instructor to observe you.

quasi-simultaneous	simultaneous
1______	1______
2______	2______
	I______

Instructor's comments: ____________________________

____

Was there a lot of difference in the speeds or did you flow right into it? Some people will make the adjustment easily; others will need some practice to get used to it. How good was your preparation? Were you able to anticipate a lot of the vocabulary and what was said? OK, let's go on to the next tape.

This is the last tape for this objective; however, if you feel you need more practice or your instructor feels you need more practice, then there are extra tapes to be used.

INDIVIDUAL ACTIVITY #14: Get the topic and Setting #2 from your instructor and prepare as you wish.

Get the audio/video tape and practice quasi-simultaneously twice and simultaneously twice and ask the instructor to come and observe you.

quasi-simultaneous	simultaneous
1 ______	1 ______
	2 ______
2 ______	I ______

Instructor's comments: ______________________________

____

____

INDIVIDUAL ACTIVITY #15: Get the topic and Setting #3 from your instructor and prepare as you wish.

Get the audio/video tape and practice and ask the instructor to observe you.

simultaneous 1 ______ 2 ______ I ______

Instructor's comments: ______________________________

____

____

INDIVIDUAL ACTIVITY #16: Get the topic and prepare #4. Get the audio/video tape and practice one time and ask the instructor to observe you.

1 ______ I ______

OBJECTIVE 4: GIVEN AUDIO/VIDEO TAPE, INTERPRET AND CORRECTLY INTERPRET SECOND TAPE WITH 90% ACCURACY

This is the last phase for interpreting from spoken English to ASL/PSE. This phase will have only two tapes when you have successfully interpreted them with 90% accuracy, then the instructor will give you the final portion of this unit.

Now you are ready to take the final portion of this unit. Your instructor will give you a tape and you will interpret the tape while the instructor observes and evaluates you.

INDIVIDUAL ACTIVITY #17: Go to your instructor and get audio/video Tape #1. Practice this tape twice and then ask the instructor to observe you.

simultaneous 1_____ 2_____ I_____

Instructor's comments: ____________________________

____

____

INDIVIDUAL ACTIVITY #18: Go to your instructor and get audio/video Tape #2. Practice this tape once and then ask the instructor to observe you.

1_____ I_____

Instructor's comments: ____________________________

____

____

SCRIPT AND AUDIO/VIDEO ANALYSIS FORM

Specific Situation: ______________________________

Setting: ______________________________

Linguistic Analysis Questions:

1. Locate, underline, and determine appropriate interpretation of all multiple meaning words within the text.

2. Locate, circle, and determine appropriate interpretation of all English idioms and slang within the written text.

3. Locate, star, and determine appropriate interpretation of all difficult English vocabulary or phrases (such as rhetorical questions) and find synonyms or appropriate interpretation for each within the written text.

Functional Analysis Questions

1. Who is speaking? What are they speaking about? Where do you think they live? What do the person's clothes tell you? Who are they speaking to?

2. What is the style or register of the text? What is the attitude of the speaker? What is the speaker trying to convey?

3. What are some specific cultural references that would be different in ASL?

4. What is the environment? Where do you think the speaker is?

5. What are some specific intonations? What are some specific body and facial expressions?

6. Are there any other communication clues you can identify such as age and/or sex?

PREPARATION QUESTIONNAIRE

Title: ____________________

Setting: ____________________

Audience (anticipated): ____________________

Language/System: ____________________

What vocabulary can you anticipate with the information you have been given?

List the vocabulary you have found and the resources you have consulted.

What style/register will you expect with this text?

What are some concepts that might be presented?

What are some functional clues you can identify?

What other alternatives might aid you in preparing to interpret this text?

Unit: Interpreting from American Sign Language (ASL)/Pidgin Sign English (PSE) to spoken English

Terminal Goal: Being exposed to an educational situation, interpret in spoken English with no more than five mistakes per interpretation based on instructor's evaluation.

Enabling Objectives: During this unit, you will become able to:

1. Given four viewing sessions of an educational text, analyze and interpret an audio/video tape and correctly interpret the fourth tape with 85% accuracy.
2. Given a visual abstract or outline of an educational text, prepare and interpret an audio/video tape and correctly interpret the fourth tape with 90% accuracy.
3. Given a setting and topic of an educational text, interpret an audio/video tape at normal conversational rate and correctly interpret the fourth tape with 85% accuracy.
4. Given a video tape of an educational text, interpret at normal conversational rate and correctly interpret the second tape with 90% accuracy.

INTRODUCTION

This is the second unit designed to teach you the actual interpreting process. This unit is interpreting from American Sign Language or Pidgin Sign English to spoken English. In this unit are four objectives and within each objective are a number of steps. As with the last unit you will be given a lot of support to learn the skill and gradually through each objective you will interpret as you would in real professional work situations.

OBJECTIVE 1: GIVEN FOUR VIEWING SESSIONS OF AN EDUCATIONAL TEXT, ANALYZE AND INTERPRET AN AUDIO/VIDEO TAPE AT MODERATE SPEED AND CORRECTLY INTERPRET THE FOURTH TAPE WITH 85% ACCURACY.

Normally, an interpreter will not receive the opportunity to view a speech or discourse before an assignment. However, your instructor has several tapes you will be interpreting this first objective. You will receive and study this audio/video tape to aid in your preparation for this interpreting experience.

NOTES

INDIVIDUAL ACTIVITY #1: Secure the tape and view it carefully. Answer the questions on the Audio/Video Analysis Form #1.

The audio/video tape analysis is to help you in two ways. First, it gives you some suggestions for analyzing the tape to achieve the best possible interpretation. It gives you time to think and make judgements as to equivalents in the English language. And secondly, it gives you practice in anticipation of usages and contextual meaning of the language so you can become aware of what you will most likely see and become familiar with seeing. The analysis process practiced slowly at first will train your mind to make analysis on a fairly quick basis in order to do simultaneous interpreting.

CLASS ACTIVITY #1: Participate in class discussion of the tape analysis. Be prepared to explain your answers and give reasons for your analysis of or interpretation of various ASL signs, structures, and ideas. Be sure and make notations on your notebook as to different analysis or interpretations.

INDIVIDUAL ACTIVITY #2: Now get the tape that you have been viewing for analysis purposes and as the text begins, you interpret. Practice three times quasi-simultaneously and then ask the instructor to come and observe you. Below are the number of times you view the tape so you and the instructor can keep track.

Tape #1: 1_____ 3_____
2_____ I_____

PART TWO OF THE ACTIVITY: Now practice this same tape for two times simultaneously and ask the instructor to come and observe you.

Tape #1: 1_____ I_____
2_____

Instructor comments: ______________________
____

The next step will proceed in the same manner as the step you just finished. Utilizing the instructor's comments, class discussion, and experience gained in the first videotape, you can fill out the Analysis Form with a little less trouble and begin to really think about what is necessary to interpret well.

INDIVIDUAL ACTIVITY #3: Get Tape #2 and fill out Analysis Form #2.

CLASS ACTIVITY #2: During class discussion, determine as a group the most accurate analysis and interpretation of ASL structures. Be sure and write comments or different answers on your Analysis Form.

INDIVIDUAL ACTIVITY #4: Now get the videotape, watch one more time, and practice interpreting this tape two times. On your third practice, ask the instructor to observe you.

Now practice this same tape simultaneously two times and ask the instructor to observe you.

Tape #2

quasi-simultaneous	simultaneous
1______	1______
2______	2______
I______	I______

Instructor's comments: ______________________________

____

____

To reinforce your experiences with the two tapes you have just done, we will follow the same procedure one more time, but reduce the number of practice sessions prior to instructor observation.

Remember that even though you may have an 85% next to the I on tape #3, there are some mistakes you are making. Be glad that the instructor is helping you and critiquing you now so that when you graduate you will be a skilled professional. Be sure and work on techniques the instructor points out so your interpreting becomes smooth and skilled.

INDIVIDUAL ACTIVITY #5: Get Videotape #3 and fill out Analysis Form #3.

CLASS ACTIVITY #3: Have a class discussion but you are limited as a class to 30 minutes.

INDIVIDUAL ACTIVITY #6: Watch the tape again. Now practice the videotape quasi-simultaneously two times and then practice two times simultaneously and on the third practice the instructor will observe you.

Tape #3:

quasi-simultaneous	simultaneous
1______	1______
	2______
2______	I______

Instructor's comments: ______________________________

____

____

Once again, you will follow the same steps as before but with reduced practice times and discussion with class members. If you do not feel ready to go to Objective 2 or do not make an 85% on this tape, the instructor will have extra tapes for you to practice with and gain more skill. Every person is different so take your time and do your best.

If you interpret accurately 85% of the tape based on the instructor's evaluation and previously recorded interpretations beginning with this tape, then you may go on to the next objective.

Now you are ready to go ahead with Objective 2.

INDIVIDUAL ACTIVITY #7: Get Videotape #4 and fill out Analysis Form #4.

CLASS ACTIVITY #4: Have class discussion for 20 minutes.

INDIVIDUAL ACTIVITY #8: Practice the videotape as below and then the instructor will observe you.

quasi-simultaneous	simultaneous	
1______	1______	I______
2______	2______	

Instructor's comments: ____________________________

____

____

OBJECTIVE 2: GIVEN A VISUAL ABSTRACT OR OUTLINE OF AN EDUCATIONAL TEXT, PREPARE AND INTERPRET AN AUDIO/VIDEOTAPE AT MODERATE SPEED AND CORRECTLY INTERPRET THE FOURTH TAPE WITH 90% ACCURACY.

In this objective, you will receive an outline or an abstract of the tape you will see. Many times interpreters will have this kind of information with which to prepare for an assignment. With the outline or abstract, you will prepare for this assignment yourself and then check with the instructor.

The preparation questionnaire is to guide you in preparing for an interpreting assignment when you have received some information about it. Then when you enter the interpreting situation, you have some expectations of what will be said and what the topic will be and can have made a pre-assessment as to the language/system to be used.

With the first questionnaire, the instructor will give you much assistance in understanding what you should have filled out and how to get this information. As you continue with Objective 2, the instructor will allow you less and less time to discuss the information.

INDIVIDUAL ACTIVITY #9: Secure the outline or abstract form your instructor and view it carefully. Fill out the Preparation Questionnaire #1.

When you are finished, report to your instructor for a review of the questionnaire.

INDIVIDUAL ACTIVITY #10: Get the tape, watch it twice, and practice for two times. Then practice one time and ask the instructor to observe you.

Tape #1:
___wpm ___wpm

1_____ 1_____ I_____

Instructor's comments: ______________________________

____

Now you will go through the same procedure again. This time the instructor will spend a little less time with you to build your independence in doing the preparatory work yourself.

During this step, the instructor will check to see that you filled out the questionnaire only. The practice at a slow speed will be eliminated also. If you have any specific problems or questions, stop now and request some special time with the instructor. You can take time to work on special problems of your own and then come back to this point.

INDIVIDUAL ACTIVITY #11: Go and get the outline or Abstract #2, watch the tape, and fill out the Questionnaire #2.

When you are finished, see your instructor to check the Questionnaire.

Now get the tape, see it again, practice at a slow speed one time, and one time at a moderate speed. Then the instructor will observe you.

Tape #2:

____wpm ____wpm

1______ 1______ I______
2______

Instructor's comments: ____________________________
____

INDIVIDUAL ACTIVITY #12: Get a copy of the outline or Abstract #3 and fill out the Questionnaire #3. When you are finished, show the instructor that you have filled it out. Now get the videotape and practice simultaneously three times and then ask the instructor to observe you.

Tape #3:
____wpm 1______ 2______ 3______ I______

Instructor's comments: ____________________________
____

This is the last step in this phase. If you have done two consecutive tapes with 85% accuracy as determined by the instructor, then you may go on to Objective 3. If not, the instructor will have further practice tapes for you. During this step, the instructor will not check the questionnaire at all.

OBJECTIVE 3: GIVEN A VISUAL SETTING AND TOPIC OF AN EDUCATIONAL TEXT, INTERPRET AN AUDIO/VIDEO TAPE AT NORMAL CONVERSATIONAL RATE AND CORRECTLY INTERPRET THE FOURTH TAPE WITH 85% ACCURACY.

During this objective you will be given the topic and the setting. After receiving this information, you may do any preparation you would like and then you will practice with the tapes and then have the observations. During this objective you will begin practicing interpreting at "normal conversational rate."

INDIVIDUAL ACTIVITY #13: Get the outline or Abstract #4 and fill out the Questionnaire #4. When you are finished, acquire the tape and practice two times and then ask the instructor to observe you.

Tape #4:
1______ 2______ I______

Instructor's comments: ____________________________
____
____

INDIVIDUAL ACTIVITY #14: Get the setting and the Topic #1 from your instructor. Do any preparation you wish. Watch this tape twice and then practice interpreting at normal conversational rate three times. After that ask the instructor to observe you.

observation	conversational	
1______	1______	3______
	2______	I______

Instructor comments: ____________________________
____

Was there a lot of difference in the speeds or did you flow right into it? Some people will make the adjustment easily; others will need some practice to get used to it. How good was your preparation? Were you able to anticipate a lot of the vocabulary and what was said? OK, let's go on to the next tape.

INDIVIDUAL ACTIVITY #15: Get topic and Setting #2 from your instructor and prepare as you wish.

Get the videotape and practice once quasi-simultaneously and then at conversational rate twice and ask the instructor to come and observe you.

moderate	conversational
1_____	1_____
	2_____
	I_____

Instructor's comments: ____________________

____

____

INDIVIDUAL ACTIVITY #16: Get topic and Setting #3 from your instructor and prepare as you wish.

Get the videotape and practice at conversational rate twice and ask the instructor to observe you.

conversational 1____ 2____ I____

Instructor's comments: ____________________

____

____

This is the last tape for this objective; however, if you feel you need more practice or your instructor feels you need more practice, there are extra tapes to be used.

OBJECTIVE 4: GIVEN A VIDEOTAPE OF AN EDUCATIONAL TEXT, INTERPRET AT NORMAL CONVERSATIONAL RATE AND CORRECTLY INTERPRET THE SECOND TAPE WITH 90% ACCURACY.

This is the last objective for interpreting from ASL/PSE to spoken English. This objective will have only two tapes and when you have successfully interpreted them with 90% accuracy, then the instructor will give you the final portion of this unit.

Now you are ready to take the final portion of this unit. Your instructor will give you a tape and you will interpret the tape while the instructor observes and evaluates you.

INDIVIDUAL ACTIVITY #17: Get topic and Setting #4. Get videotape and practice two times at conversational rate and ask the instructor to observe you.

conversational 1_____ 2_____ I_____

INDIVIDUAL ACTIVITY #18: Go to your instructor and get the Videotape #1. Practice this tape twice at conversational rate and then ask the instuctor to observe you.

conversational 1_____ 2_____ I_____

Instructor's comments: ______________________________

____

____

AUDIO/VIDEO ANALYSIS FORM

Specific situation: ______________________________

Setting: ______________________________

Linguistic Analysis Questions:

1. Locate and determine meaning and interpretation of lexical items that are compounded to take on different meanings. (Examples: FACE-STRONG: to resemble or look like; SLEEP-SUNRISE: oversleep.)

2. Locate, determine meaning and interpretation of compounds that express one concept. (Examples: BEANS, CARROTS, PEAS, ETC., vegetables; CHICKEN, DUCK, TURKEY, ETC., fowl.)

3. Locate, determine meaning and modulation to determine interpretation of adjectival predicates. (Examples: SICK modulated to mean sick for a long time, becomes sick easily, to be very sick.)

(See Signs of Language, Klima and Bellugi, Chapters 9, 10, 11, and 12.)

Functional Analysis Questions:

1. Who is speaking? What is the person(s) speaking about? Where do you think the person lives? What do the person's clothes tell you? Who is the person(s) speaking to?

2. What is the style or register of this text? (What is the attitude of the speaker, what is the speaker trying to convey?)

3. What are some specific cultural references that would be different in English?

4. What is the environment (the surroundings)? Where do you think the speaker is?

5. What are some specific body and facial intonations that change the meaning of what is being said?

6. Are there any other communication clues you can identify such as age and/or sex?

PREPARATION QUESTIONNAIRE

Title: ____________________________________

Setting: ___________________________________

Audience (anticipated): ____________________

Language/System: __________________________

What vocabulary can you anticipate with the information you have been given?

List the terminology you have found and the resources you have consulted.

What style/register might you expect with this text?

What are some concepts that might be presented?

What other alternatives might aid you in preparing to interpret this text?

Unit: Interpreting between Spoken English and American Sign Language/Pidgin Sign English

Terminal Goal: Being exposed to an educational situation, be able to interpret between English and ASL/PSE with no more than three mistakes per interpretation based on instructor's evaluation.

Enabling Objectives: During this unit, you will become able to:

1. Interpret in a one-to-one situation between English and ASL.
2. Interpret in a one-to-one situation between English and PSE.
3. Enter a role play professional working situation, interpret, and leave with no more than three mistakes.
4. Interpret in various group situations between English and ASL.
5. Interpret in various group situations between English and PSE.
6. Enter a role play professional working situation with four or more people, interpret, and leave with no more than three mistakes

INTRODUCTION

In the professional work of an interpreter who interprets between American Sign Language and English on a daily basis, you will seldom interpret from one language to another only. In this profession you will consistently interpret between languages and systems. This unit will give you practice in interpreting in simulated professional work situations. This unit will not have much reading or writing as the majority of your work will be done with audio/video tapes and your instructor.

ACTIVITY #1:

Watch a videotape demonstration of one-to-one and group interpreting situations. Comment on the job of the interpreter(s) and discuss what happened.

ACTIVITY #2:

If possible and arranged by instructor participate in role play situations with class in one-to-one and group situations.

ACTIVITY #3:

Get checklist from instructor and begin practicing with audio/video tapes in one-to-one situations and group situations. Your evaluations will be videotaped for critique.

APPENDIX P

Annotated Bibliography

This list includes articles, books, workshop proceedings, dissertations, journals, audio-visual materials, and other resources that are references for interpreter trainers and interpreting students. The bibliography concentrates on materials and resources for Interpreting Training.

The majority of items in Interpreter Training are taken from Interpreter Training: the State of the Art, Carol Yoken, Editor, The National Academy of Gallaudet College. Other items are from Educational Resources Information Center (ERIC) and bibliographies prepared by Leora Kemp, Technical Services Librarian, Texas State Technical Institute-Waco Campus. The annotations also come from the above sources.

Interpreter Training

Alexander Graham Bell Association for the Deaf, National Technical Institute for the Deaf, and Registry of Interpreters for the Deaf. Oral Interpreting Curriculum 1979 (available from RID, Silver Spring, Md.).

Andersson, Y. Proposed Curriculum for Interpreter Training (unpublished outline of courses, prepared for state-of-the art conference). Washington, D.C. 1979.

Baker, Charlotte. American Sign Language: A Look at Its History, Structure, and Community. Silver Spring, Md.: T. J. Publishers, 1978.

This booklet presents a concise look at American Sign Language. It discusses the history of ASL, who uses it, and why it's important. It also discusses the grammar of ASL and cites some examples.

Barber, Catherine Miller "Section 504: Private College Receiving Federal Assistance Must Provide Funds for Interpreter Services for Deaf Student - Barnes v Converse College," 436 F. Supp. 635 (D.S.C. 1977). University of Dayton Law Review; v3 n2 pp. 449-458 Sum 78.

Section 504's prohibiting discrimination solely on the basis of handicap against otherwise qualified individuals in programs receiving federal funds was the basis of a deaf student's claim that an institution's failure to provide an interpreter violated Section 504. Implications for private colleges and possible grounds for appeal are discussed.

Battison, Robbin. Lexical Borrowing in American Sign Language. Silver Spring, Md.: Linstok Press, 1978.

Written primarily for those pursuing linguistic topics in the area of sign language. Describes the physical formation of ASL signs, their relation to the human capacity to process gestures manually and visually, and their development within the complex social world of deaf signers.

Bearden, Carter E. Handbook for Religious Interpreters for the Deaf. Atlanta: Home Mission Board of the Southern Baptist Convention, 1975.

Provides basic information about interpreting (code of ethics, physical factors, techniques); discusses the role of the interpreter in religious settings vis-a-vis church staff, other interpreters, and deaf people, including Black deaf people; discusses oral interpreting, minimal language skills interpreting, artistic interpreting (music), and the interpreter's family relationships; includes list of resources about interpreter training, interpreting, deafness, and religious education. p. 112.

Bird, Barbara J. and Smith, T. Michael. Communication Needs of Deaf People in Industry (Technical Report #2). Rochester, N.Y.: Interpreter Education Program, National Technical Institute for the Deaf.

Discusses methods of communicating with deaf people in work situations, including note writing, lip reading, demonstration, sign language, and interpreting; focuses on interpreting and describes how many businesses and industries utilize interpreters. p. 12.

Brasel, Barbara B., Montanelli, Dale S., and Quigley, Stephen. "The Component Skills of Interpreting as Viewed by Interpreters," Journal of Rehabilitation of the Deaf 7:4:20-28.

Reports research on 14 component skills of interpreting as evaluated by interpreters; differences were found among hearing and deaf respondents, with accuracy and adaptability of primary concern to hearing subjects and clarity of signs and fingerspelling more important to deaf subjects. p. 8.

Brasel, Barbara B. and Brasel, Kenneth. "The RID Scoring System and How It Works." Journal of Rehabilitation of the Deaf 7:3:76-79.

Reviews problems associated with evaluator bias and describes how team scoring can detect bias and adjustments can eliminate its effects. p. 3.

Brasel, B., Schuyler, J., and Nach, C. "Socio-economic Impact of Interpreters for the Deaf on the Deaf Community" (unpublished paper). Hartford, Ct.: Connecticut Commission on the Deaf and Hearing Impaired, 1979.

Brislin, Richard W. ed. Translation: Applications and Research. N.Y.: Gardner Press, 1976.

Covers a wide range of interdisciplinary issues: increases understanding of the range of skills a translator must have; emphasizes the role of the translator as an active processor of information; organizes arguments in terms of types of translation; reviews research on empirical studies of translation and on translation as a research tool. Chapter 4: Translation and Sign Language. (references, pp. 158-161)

Burch, Daniel D. A Status Report of Program Development and Activities of the Interpreter Training Program at the University of Arkansas at Little Rock. Little Rock: Interpreter Training Program, 1979.

Discusses current and proposed financial support, staffing, student enrollment, curriculum, practicum, workshops, state RID activities, consumer and community involvement, rehabilitation needs, referral services, and future projects. p. 16.

Caccamise, Frank. "New Myths to Replace Old Myths?" in Comments, Questions, and Answers, A. B. Crammatee, ed. American Annals of the Deaf 123:513-515.

Raises questions about interpreting, including whether a simultaneous interpreter can meet the needs of both "manual" and "oral" deaf people, suggests research before developing specific training programs. p. 2.

Caccamise, Frank, et al. Signing, Speaking, and Interpreting (draft). Rochester, N.Y.: National Technical Institute for the Deaf, 1979.

Explains various methods of visual communication; defines oral, simultaneous, manual, and voice interpreting; outlines roles and responsibilities of interpreter, student, and instructor in educational interpreting setting. p. 14.

Caccamise, F. et al. "Signs and Manual Communication Systems: Selection, Standardization, and Development." American Annals of the Deaf 123:877-902.

Carter, S. Melvin and Lauritsen, Robert. "Interpreter Recruitment, Selection, and Training." Journal of Rehabilitation of the Deaf 7:3:52-63.

Describes practices, experiences, and outcomes at St. Paul Technical Vocational Institute from 1969 to 1974 in interpreter recruitment, selection, and training, including the inauguration of a six week summer institute; includes guidelines and cautions for selecting students, instructors, and sites. p. 11.

Casagrande, J. "The Ends of Translation." International Journal of American Linguistics. 20:335-340.

Center for Administration of Justice. Manual for Evaluation in Legal Certification (revised). Silver Spring, Md.: National Registry of Interpreters for the Deaf, 1979.

Chatoff, Michael. "Legal Interpreting." Journal of Rehabilitation of the Deaf 9:3:22-24.

Discusses need for interpreters or other means of including deaf people in courtroom communication; lists five inadequacies of 1976 state laws providing for appointment of interpreters for deaf defendents in criminal proceedings. p. 2.

A Community Program for Identification, Training, and Utilization of Interpreting Services for Deaf Persons. Northridge, Ca.: San Fernando Valley State College, Leadership Training Program in the Area of the Deaf, 1966.

Describes parts of the leadership training program, including sensitivity training, in which interpreters were active participants; suggests appropriate role of interpreters in such classes; discusses training in manual communication and interpreting.

Congrat-Butler, Stefan. Translation and Translators: An International Directory and Guide. N.Y.: R. R. Bowker, 1979.

Provides information on a variety of subjects: (1) recent history and breakthroughs, (2) associations/centers, (3) awards/fellowships/grants/prizes, (4) training and access to the profession, (5) guidelines: codes of practices/model contracts/copyright legislation, (6) journals/books, (7) register of translators and interpreters, (8) translators' and interpreters' market place. Information on sign language interpreters: pp. 38, 64-66, 77, 81, 85.

Council of Directors (of the six federally stipulated post-secondary programs for the deaf). Policies, Procedures, and Guidelines for the Implementation of the National Interpreters for the Deaf Training Act of 1978.

Includes guidelines with regional considerations for choosing 12 sites for federally supported interpreter training programs; defines and clairifies relevant terms; provides minimum requirements for interpreter training programs, host institutions, and program graduates; describes the role of the Registry of Interpreters for the Deaf in research, evaluation, and national coordination; appendixes include data on deaf population, chart showing RID certification procedures and standards, RID code of ethics, and addresses of model interpreter referral programs and interpreter training programs. p. 50.

Council of State Administrators of Vocational Rehabilitation. VR Agency Practices Regarding Payment for Interpreter Services in Post-Secondary Education: Results of a Questionnaire Survey. Washington, 1979.

Reports responses from 44 state rehabilitation agencies, covering number of deaf clients enrolled in post-secondary programs, payment to interpreters, effects of Section 504, trends in enrollment, cost per hour of interpreting services; includes comments from state agencies and sample survey sheets. p. 16.

Crittenden, Jerry. "Psychology of Deafness: Some Implications for the Interpreter." *Journal of Rehabilitation of the Deaf* 8:4:19-23.

Reviews three approaches to the psychology of deafness (sensory deprivation, subculturalism, critical stages); discusses implications for the interpreter regarding transmitting the intent of messages across different sensory channels, acting as advocate, providing communication link, and feeling confident. p. 4.

Danish National Association of the Deaf. *The Development of Interpretation as a Profession* (second international symposium on interpretation of sign languages), August, 1977.

Includes papers on problems in interpreting service delivery systems from sociological, linguistic, and financial perspectives; interpreter training and employment in Denmark, Czechoslovakia, Israel, the United States, Iran and developing countries; preparing students and teachers to use educational interpreters in the U.S.; interpre-ting sexual meanings; interpreting for deaf-blind clients; possible functions of an international federation of interpreters; reports on discussions about educating interpreters and consumers and organizations of interpreters. p. 84.

The Deaf American. National Association of the Deaf.

Official publication of the National Association of the Deaf. This monthly publication keeps deaf people and others concerned with deaf informed about deaf concerns. It includes articles on humor, sports, book reviews, films, foreign news, national conventions, biographies, etc.

Deninger, Michael; Cowan, Nancy; and Rosen, Roslyn. "IEP: Purpose Contents, Participants, Processes: in *PL 94-142 and Deaf Children* (special issue of the *Gallaudet Alumni Newsletter*). Washington: Gallaudet College, 1977.

Defines and discusses the individualized educational program; includes interpreter services among possible special services for deaf children. p. 3.

Dicker, L. *Facilitating Manual Communication for Interpreters, Students, and Teachers*. Silver Spring, Md.: National Registry of Interpreters for the Deaf, 1978.

Dicker, Leo. "Intensive Interpreter Training." *American Annals of the Deaf* 121:312-320 and 363 (addendum to article).

Describes the establishment and first year in operation of a six-week intensive interpreter training program at the University of Wisconsin, Milwaukee, in 1975; includes information on student selection, instruction, and results of pre and post-tests of interpreting skill; concludes the intensive method is effective. p. 8.

DiPietro, L. Guidelines on Interpreting for Deaf-Blind Persons. Washington, D.C.: Gallaudet College, Public Service Programs, 1978.

DiPietro, Loraine. Proceedings: The First Convention of the Registry of Interpreters for the Deaf (Delavan, Wisconsin, 1970). Washington: Registry of Interpreters for the Deaf, 1971.

Includes papers on professionalization, including specialization, and evaluation; interpreting in educational settings; innovations in visual communication systems; and programs of RID state chapters; reports on the first six years of the national RID. p. 132.

DiPietro, Loraine. "Registry of Interpreters for the Deaf." Hearing Speech News 38:3:8-9.

Discusses the functions of interpreters and the RID; defines relevant terms. p. 2.

Dirst, R. Materials Packet: Educational Interpreting (compiled at Atlanta Area School for the Deaf). available from Registry of Interpreters for the Deaf, Silver Spring, Md.

Dirst, R. Quality Assurance Screening Procedures for Interpreters of the Deaf (unpublished material). Nashville: University of Tennessee, 1979.

Dominque, Rita and Ingram, Betty. "Sign Language Interpretation: The State of the Art" in Gerver, David and Sinako, H. Wallace, eds. Language Interpretation and Communication. New York: Plenum Press, 1978.

Discusses new views of the interpreting profession and the role of the interpreters in the 1960's and 1970's, National Interpreter Training Consortium programs, areas of need in international interpreting (including multilingual interpreting), and U.S. legislation. p. 5.

DuBow, Sy. "Federal Actions on Interpreters and Telecommunications." American Annals of the Deaf 124:93-96.

Reviews legislation guaranteeing deaf people interpreters in federal courts, federal employment, and federally supported health, education, and social service programs; discusses the Rehabilitation Comprehensive Services and Developmental Disabilities Amendments of

1978 that increase training and availability of interpreters; highlights 1978-1979 establishment of TDD's in government offices and the Federal Communication Commission's inquiry into telecommunication needs of deaf people. p. 3.

East Bay Counseling and Referral Agency for the Deaf. Report of Interpreters' Workshop I, Northern California, 1968. Berkeley, Ca.

Describes work up to 1968 in establishing RID interpreter training programs and vocational programs for deaf students in integrated settings; discusses considerations in setting up local RID chapters; describes methods of interpreting for special populations of deaf people and in various settings. p. 100.

Eco, Umberto. A Theory of Semiotics. Bloomington, Indiana: Indiana University Press, 1976.

Unlike the many authors who write about semiotics from parochial viewpoints, Eco brings together ideas from C. S. Pierce, Saussure the linguistic, and from communication (information) theory. He believes it is possible to construct a semiotics of signification (following Pierce) independently of a semiotics of communication theory, but not vice versa. In cultural processes both kinds of semiotics are intertwined at a large degree. Eco maintains that the whole of culture is signification and communication, and that humanity and society exist only when communicative, significative relations are established. He has written a book of impressive erudition and cites vast literature. (The Library Journal Book Review).

Fant, Louis. "The California State University-Northridge Approach to Training Interpreters." Journal of Rehabilitation of Deaf 7:3:44-47.

Outlines the history of the interpreter training program at California State University, Northridge from 1972 to 1974; and lists courses to be offered after 1974. p. 3.

Fant, Louis, Jr. "The CSUN Approach to the Training of Sign Language Interpreters." The Deaf American 25:3:56-57.

Defines terms such as sign language, Ameslan, siglish, S.E.E. and V.E.; illustrates with diagrams how systems are related; explains term transliterate. p. 2.

Federlin, Tom. "Sign Language Interpreters...The Changing Role." The Deaf American 31:3:17-18.

Describes jobs that have become prevalent by 1978, including interpreter-tutor, interpreter-secretary, interpreter-evaluator;

poses questions of need for the new codes of ethics for these dual positions. p. 2.

Federlin, Tom, MA, C.R.C., Keith Muller, MSW, CSW, Lester J. Waldman LL.D. "Training Interpreters for Criminal Court Work," Deaf American April 1978. p. 7.

Explanation of training seminar for Interpreters in Criminal Court, coordinated by NY Society for Deaf. First two meetings covered ethics and terminology and second two meetings with court personnel covering mechanics of courtroom interpreting and a mock trial.

Fleischer, Lawrence R. "Is Our Professional Interpreting at The Ceiling?" Deaf American Oct. 1976, p. 15. Keynote Address, RID Conf., April, 1976.

Higher expectations and production in the quality of the interpreter in any setting. Suggested actions for increasing professionalism.

Fleischer, Lawrence. Sign Language Interpretation Under Four Conditions (dissertation, Brigham Young University). Salt Lake City, Utah, 1975.

Describes research with 40 students to determine the amount of information received by deaf students when the interpreter uses American Sign Language with and without special knowledge of the material presented and uses signed English with and without special knowledge of the material; reviews aspects of sign language and development and problems of interpreting; concludes that ASL interpreting results in more information received and that the degree of a student's bilingualism influences reception. p. 108.

Flu, J. et al. A Handbook for Interpreters. Northridge: California State University Campus Services for the Deaf.

Covers such topics as the RID code of ethics, confidentiality, censoring, appearance, participation in professional organizations, absences, critiquing, and procedures of interpreting. p. 8.

Foret, Agnes and Petrowski, Mildren. A Manual and Dictionary of Legal Terms for Interpreters for the Deaf. Detroit: Wayne State University Law School, Center for the Administration of Justice, 1976.

Intended for training Comprehensive Skills Certificate holding interpreters for work in legal settings: includes 900 most commonly used legal terms, arranged alphabetically, with brief definitions in English, instructions on how to sign in American Sign Language by combining signs, and examples of use in sentences; includes in English the Miranda Warning, witness oaths, guilty plea litancy, and an article "Legal Status of Interpreting for the Deaf" (B. F. George, Jr.). p. 250.

Fritsch, Rudser, S.; Witter, A. B.; Gillies K.: "NTID Interpreting Services, State of the Art." working document, NTID, Rochester, NY 1978.

Document not available for annotation.

Garretson, Mervin. "Concept of the Least Restrictive Environment," in PL 94-142 and Deaf Children (special issue of the Gallaudet Alumni Newsletter). Washington: Gallaudet College, 1977.

Describes unobvious factors related to placement in the least restrictive environment; notes the use of an interpreter-tutor does not always meet the full educational needs of deaf children. p. 2.

George, B. F., Jr. "Legal Status of Interpreting for the Deaf" in Foret, Agnes, and Petrowski, Mildren, eds. A Manual and Dictionary of Legal Terms for Interpreters for the Deaf. Detroit: Wayne State University Law School, Center for the Administration of Justice, 1976.

Discusses constitutional status of the claim to interpretation, current statutes (including citations to statutes and decisions regarding foreign language and sign language interpreting), legal aspects of appointing interpreters, legal standards for performance of interpreting duties, and fees for interpreting. p. 19.

Georgia Registry of Interpreters for the Deaf. Introduction to Medical Interpreting. Atlanta, Ga.

Gerver, David, ed. Language Interpretation and Communication, NATO Symposium on Language Interpretation and Communication. New York: Plenum Press, 1978.

This book offers the first interdisciplinary forum devoted to practical and theoretical aspects of conference and sign language interpretation techniques.

Gilbart, Helen. Legal Seminar and Mock Trial. Clearwater, Florida: Florida Registry of Interpreters for the Deaf, 1972.

Includes papers on deafness and community awareness, the role of the RID in promoting interpreting services in legal settings, vocational rehabilitation and legal services; includes summary of notes about rights of deaf people and status of interpreters and the transcript of a mock trial using eight interpreters. p. 225.

Godin, Lev. "Interpreters for the Deaf in Russia" (Grozny, translator). American Annals of the Deaf 112:95-97.

Describes functions and wages of interpreters and interpreter-instructors in industry, curriculum content of training programs, and need for more interpreters. p. 2.

Goode, W. "A Theory of Role Strain." American Sociological Review 25:483-496.

Guenther, P. "Faithful Ugliness or Faithless Beauty: The Translator's Problems." The German Quarterly.

"Guidelines for the Preparation of Oral Interpreters: Support Specialist for Hearing-Impaired Individuals." Volta Review 81:135-145.

Reviews accomplishments to April 1979 by the Registry of Interpreters for the Deaf, the Alexander Graham Bell Association for the Deaf, National Technical Institute for the Deaf, and other organizations regarding training and RID certification of specialists in oral interpreting: defines terms; outlines the role of the oral interpreter, including personal characteristics, knowledge, skills, attitudes, environment for interpreting, curriculum for training, and characteristics of training sites; includes revised (1978) code of ethics of the RID. p. 10.

The Guide Post. Austin: Texas Commission for the Deaf.

A newsletter in Service to Deaf Texans ..published and disseminated periodically...The contents are intended to inform deaf citizens and public organizations and agencies of the services offered through the Commission as well as services available to deaf individuals through other organizations and agencies.

Halliday, M. A. K. Explorations in the Functions of Language. (Edward Arnold [Publishers] Ltd.), 1973.

The five papers included in this book are all concerned with exploring a functional approach to language study. "Relevant Models of Language" suggests a functional interpretation of the child's early language development; "The Functional Basis of Language" related the child's language developmental functions to a functional theory of the adult language; "Language in a Social Perspective" presents an interpretation of language function in socially significant contexts; "Towards a Sociological Semantics: formulates some general principles in which meaning is related both to the internal structure of language and to the social contexts in which language operates and "Linguistics Function and Literary Style" applies linguistics theories to the study of literature using William Golding's novel, "The Inheritors."

Holcomb, Roy and Dreger, Dorothy. Integration and Interchange of Deaf and Hearing Elementary Children. Santa Ana, Ca.: Santa Ana Unified School District, 1972.

Describes mainstreaming program; discusses role of interpreter-tutor in explaining information and including the student in activities. p. 7.

Holcomb, Roy and Corbett, Edward, Jr. Mainstream--The Delaware Approach. Newark, Delaware: Newark School District, 1975.

Outlines the three aspects of mainstreaming procedures used in Newark, Delaware (total communication, interpreter-tutor support, and teaching hearing children to sign); defines interpreter-tutor functions. p. 8.

Hovland, Carroll. "Literature Can Live Through Signs." American Annals of the Deaf. 120:558-564.

Discusses process of interpreting literature, including analysis of the piece, determination of signs, use of facial expression, timing, costuming, staging, and presentation of mood. p. 6.

Hughes, Virginia; Wilkie, Fay; and Murphy, Harry. "The Use of Interpreters in the Integrated Liberal Arts Setting." Journal of Rehabilitation of the Deaf 7:3:17-20.

Describes the 1964 inception of interpreting services at California State University, Northridge and 1974 practices in recruitment, assignment, evaluation, and in-service training. p. 3.

Hurwitz, T. Alan. Principles of Interpreting. Rochester, N.Y.: National Technical Institute for the Deaf.

Cartoon book for instruction in responsibilities of the interpreter, student, and teacher in educational interpreting settings; discusses lighting, positioning, use of notetakers, techniques in laboratories, lectures, and discussions, and special problems. p. 22.

Ingram, Robert. Brain Mechanisms for Simultaneous Interpretation of Signed and Spoken Languages (unpublished paper). Providence, R.I.: Brown University, 1978.

Discusses areas of the brain considered mechanisms for the flow of visual auditory, and/or linguistic information; suggests those areas will form the neurological basis for a theory of simultaneous interpretation. p. 28.

Ingram, Robert. "A Communication Model of the Interpreting Process." Journal of Rehabilitation of the Deaf. 7:3:3-10.

Describes language as a system involving source, encoder/decoder, channel, and receiver; suggests system models are useful in analyzing and comparing languages and in locating problems in the interpreting process. p. 7.

Ingram, Robert. "Concepts of Employment of Interpreters for the Deaf." The Deaf American 27:5:7-9.

Examines concepts as of 1975 in employment of interpreters, including opportunities in private and public agencies and institutions and implications for salary, role definition and conflict, and professionalism. p. 2.

Ingram, Robert and Betty. Hands Across the Sea: Proceedings of the First International Conference on Interpreting (Washington, D.C., 1975). Washington: Registry of Interpreters for the Deaf.

Includes papers on the establishment of national interpreter organizations, the status of interpreting in various countries, obtaining state contracts for interpreting services and a state RID office, the National Interpreter Training Consortium, and interpreting in various settings for various purposes, including platform interpreting, tv interpreting, and interpreting at higher levels of thought.

Ingram, Robert. The International Organizing Committee for the Third International Symposium on Interpretation of Sign Language (unpublished paper presented at Eighth World Congress of the World Federation of the Deaf, Varna, Bulgaria, 1979).

Describes developing international association of sign language interpreters and the organizing committee's activities and goals. p. 5.

Ingram, Robert. "Letter to the Editor." The Deaf American 30:5:25-26.

Emphasizes a need for professional training of interpreters at universities, preferably at the master's degree level and recognition of interpreters as sign language specialists, and inclusion of sign language as a major in college foreign language departments. p. 2.

Ingram, Robert. Preliminaries to the Study of Bilingualism in Hearing Children of Deaf Parents (unpublished paper). Providence, R.I.: Brown University, 1976.

Notes possible linguistic and emotional effects of hearing children interpreting for their deaf parents; describes unfinished research investigating a correlation between interpreting skills and specified attitudes and behaviors among hearing children of deaf parents. p. 25.

Ingram, Robert. *The Proceedings: Conference on Preparation of Personnel in the Field of Interpreting*. Washington: Gallaudet College, 1972.

Includes papers on basic skills and knowledge needed by interpreters, training curriculums, evaluation certification and accreditation; includes behavioral objectives for training programs; notes training needs in legal, medical, and educational interpreting and in training teachers of interpreting. p. 25.

Ingram, Robert. *Providing Services to Deaf Clients: the Role of the Interpreter* (unpublished paper delivered at Third National Symposium, National Association of Social Worker, New Orleans, 1972.) Silver Spring, Md.: Registry of Interpreters for the Deaf.

Outlines various sign language systems and other methods of communication; discusses factors influencing an individual's mode of communicating; discusses role of social worker, interpreter, and deaf client. p. 11.

Ingram, Robert. "Scientific Theory in Interpretation and Rehabilitation --With Special Reference to the Severely Handicapped Deaf" in *Deafness Annual V*. Silver Spring, Md.: American Deafness and Rehabilitation Association, forthcoming.

Examines objectives and procedures of rehabilitation and interpreting and their relationship when an interpreter is needed in a rehabilitation setting. p. 19.

Ingram, Robert. "Sign Lanugage Interpretation and General Theories of Language Interpretation and Communication" in Gerver, David and Sinaiko, H. Wallace, eds. *Language Interpretation and Communication*. New York: Plenum Press, 1978.

Approaches sign language interpreting from a semiotic viewpoint; suggests linguistic research is needed to improve interpreter training and understanding of language and interpreting; reviews literature on psycholinguistics and semiotics of interpreting, characteristics of sign language interpreters, and hearing children of deaf parents. p. 10.

Ingram, Robert. "Teaching Deaf Students How to Purchase and Use Interpretation Services." *The Deaf American* 29:9:3-6.

Presents guidelines for developing a curriculum for educating deaf elementary and high school students about using interpreters;

includes notes on course settings, teacher's role clarification, payment, contracting services, and grievance procedures. p. 3.

Ingram, Robert M. "Theme, Rhyme, Topic and Comment in the Syntax of American Sign Language" *Sign Language Studies*, v 20, pp. 193-218, F 78.

The syntax of lexical units, or signs of American Sign Language (ASL) is analyzed. Previous areas of study concerning pauses, functional sentences, perspective, theme, and rhyme, and topic and comment are discussed. A model is offered to depict topic-comment relationships in ASL using space, vectors, and relationship rules.

Jacobs, L. Ronald. "The Efficiency of Interpreting Input for Processing Lecture Information by Deaf College Students." *Journal of Rehabilitation of the Deaf* 11:2:10-15.

Compares scores on recall of information presented auditorily to hearing students and interpreted to deaf students; deaf student's correct responses were 84% those of hearing students. p. 5.

Jakobson, R. "On Linguistic Aspects of Translation" in R. A. Brower, ed. *On Translation*. Cambridge, Ma.: Harvard University Press, 1959.

Johnson, D. *A Follow-Up Study of NTID Student Trained Interpreters*, Working Paper, Rochester, New York, National Technical Institute for the Deaf. 1973.

Johnson County Community College, *Algebraic Signs for the Hearing Impaired*. Overland Park, Kan., 1972.

Algebraic terminology in sign language.

Johnson County Community College, *Business Terms for the Hearing Impaired; Hand Signs, Definitions and Vocabulary Lists Frequently Used in College Business Courses*. Overland Park, Kan., 1973.

Business terminology in sign language.

Johnson, M. et al, eds. *Proceedings of the Third Biennial Registry of Interpreters for the Deaf, Inc. National Workshop/Convention* (Seattle, 1974). Seattle: Washington State Registry of Interpreters for the Deaf, 1974.

Includes discussion of and exercises for values clarification and establishing interpersonal contact; legal rights of interpreters, especially in the classroom; reports result of survey about deaf peoples' interpreting preferences and experiences with interpreters; describes rehabilitation information needed by interpreters, areas

of greatest need in preparing interpreters, and a deaf student's expectations of interpreters. p. 120.

Jones, Michael and Quigley, Stephen. "Selection, Evaluation and Classification of Interpreters." Journal of Rehabilitation of the Deaf 8:1:79-84.

Outlines methods of evaluating interpreter competence for classification and examining characteristics of interpreters for developing curriculum; covers expressive and receptive interpreting and translating, pantomine, cognitive ability, psychomotor ability, perceptual and affective factors, and personal history.

Jordan, I. King; Gustason, Gerilee; and Rosen, Rosyln, "An Update on Communications Trends at Programs for the Deaf." American Annals of the Deaf 124:350-357.

Reports results of nationwide survey on trends in communication methods in classrooms with hearing impaired students (follow-up to study reported in Annals, December 1976); includes data on interpreters in mainstreamed pre-school, elementary, junior high, and high school classes. p. 7.

Journal of Rehabilitation of the Deaf. Silver Spring, Md.: American Deafness and Rehabilitation Assn. (ADARA)

Provides professional workers in all disciplines with a forum in which issues, topics, research findings and other information relevant to working with deaf clients may be discussed.

Keller, Maree Jo. Survey: Understanding the Interpreter. Northridge, Ca.: California State University, 1972.

Reports results of interviewing fifty deaf college students to determine preferences regarding skills and personal characteristics of interpreters and interpreting settings; suggests methods of improving interpreting. p. 19.

Kirchner, Carl. "Professional or Amateur" SCRID Workshop #1 - Proceedings.

This classical collection of papers delivered at the historic "Professional or Amateur" workshop includes "Foreign Language as a Profession" by Roman Colbert PH.D., "Professional Ethics" - "The Medical Profession" Addie L. Klotz, M.D., and others.

Kirchner, Carl. "Project Learn" SCRID Workshop #2 - Proceedings SFVSC Print Shop 4/18/70.

Includes "Orientation to Interpreting," Carl J. Kirchner; "Juxta Interpreting," Helen Danford; "Legal Interpreting," Arnold Jones; "Reverse Interpreting," Audrey Winerman and others. Fundamental reference.

Klima, Edward S. and Bellugi, U. The Signs of Language. Cambridge, Ma.: Harvard University Press, 1979. (HV 2474 .K53)

Klima and 11 other researchers describe the vocabulary and syntax of ASL and how inflection, puns and poetry are made in a nonverbal language.

Langacker, Ronald W. Language and Its Structure: Some Fundamental Linguistic Concepts. 1967.

Intended for people with little or no training in linguistics, this book initially deals with such basic concepts as the definition of linguistics, the nature of language, and the linguistic variations within society. The discussion then moves to a more detailed, nonhistorical analysis of language structure, focusing on lexical items, syntactical and phonological systems and the ways in which language matches meanings to sound sequences. Finally, an examination of linguistic relationships is concerned with language modifications within a single language, genetic relationships between linguistic systems, the nature of language acquisition, and the structural similiarities among all languages.

LeBuffe, James, ed. Sterck, Ogletown, Smith--Program "Mainsteam" (proceedings of a workshop). Newark, De.: Newark School District, 1975.

Describes traditional forms of mainstreaming and the Holcomb Plan used in Newark; includes discussion of the role of the interpreter-tutor, a personal account from an interpreter-tutor in the program, and questions answered by Roy Holcomb. p. 55.

Levine, Edna. Interpreting for the Deaf: Analyzing a New Profession (unpublished paper), 1972.

Reviews functions and methods of foreign language interpreters and the establishment of sign language interpreting as a profession; discusses concepts, practices, and terminology in sign language interpreting and the need for their analysis and clarification; consideres traits considered to be essential to successful foreign language and sign language interpreting; describes an investigation to structure a research design to determine the qualifications, aptitudes, and personality traits characteristic of good interpreters. p. 13.

Levine, Edna and Flynn, John. Materials Associated with Levine-Flynn Research (unpublished materials). 1970.

Includes interpreter rating form, background questionnaire, list of interpreters involved in research, and interpreters' ratings of difficulty of passages interpreted. p. 12.

Levine, Edna and Flynn, John. "Analysis of Contributing Characteristics to Effective Interpretation for the Deaf." Proceedings, 79th Annual Convention (American Psychological Association). Washington: American Psychological Association, 1971.

Describes communication styles of deaf adults and the task of the interpreter; outlines a research design for determining which measures and evaluative indexes of personality, preference, achievement, and intelligence most accurately predict interpreter success; intended as first step in construction of an aptitude scale for interpreters for the deaf. p. 2.

Lloyd, Glenn. "Problems Associated with Interpreting for the Deaf Person in Large Groups" in Glenn Lloyd, ed. Guidelines for Effective Participation of Deaf Persons in Professional Meetings. Washington: Department of Health, Education, and Welfare, 1971.

Presents problems raised by interpreters and some solutions regarding positioning, microphones, interpreting prepared speeches and comments from the floor. p. 4.

Madonna College. Interpreter Education Program (Program and course descriptions). Livonia, Mi.

Mager, R. Preparing Instructional Objectives. Belmont, Ca.: Fearon Publishers, Inc., 1962.

Monterrey Institute for Foreign Language Studies. Catalogue. Monterrey, Ca.

Morgan, S. A Lesson Plan for Presenting the Interpreter Code of Ethics (unpublished paper). St. Paul, Mn.: St. Paul Technical Vocational Institute.

Morgan, Susan. "Interpreting as an Interpreter Sees It." Journal of Rehabilitation of the Deaf 7:3:28-32.

Discusses confusion about terms translating and interpreting and suggests a definition of interpreting should stem from what interpreters do; asserts interpreters must choose which language to use, reflect mood, create signs, and use expression and movement. p. 4.

Murphy, Harry, ed. Educational Interpreting. Southern California Registry of Interpreters for the Deaf.

Reviews functions of the interpreter in general and of the educational interpreter specifically; discusses aspects of interpreting in elementary and secondary school classrooms that differ from interpreting at colleges and universities, including the interpreter's relationship with deaf students, hearing students, deaf students' families, and instructors; technical abilities; and training and certification requirements. p. 17.

Murphy, Harry. Perceptions of Deaf Persons and Interpreters of the Deaf of an "Ideal" Interpreter (paper presented at Registry of Interpreters for the Deaf convention, Rochester, N.Y., 1978).

Reports surveys with 55 deaf and 75 hearing people ranking the importance of 25 attitudes, traits, and skills; groups were essentially in agreement. p. 6.

Murphy, Harry. "Research in Sign Language Interpreting at CSUN" in Gerver, David and Sinaiko, H. Wallace, eds. Langauge Interpretation and Communication. New York: Plenum Press, 1978.

Reviews literature on attending behavior of deaf people to the interpreter, the onset of fatigue in the interpreter, and comprehension of messages in American Sign Language compared to those in signed English; reviews studies on the transmitting and receiving skills of interpreters and their part in the Interpreting experience. p. 11.

Selected Readings in the Integration of Deaf Students at CSUN, Number 1, Center on Deafness Publication Series, Murphy, Harry J., ed. California State University, Northridge, Center on Deafness Pub Date 76.

Presented are 13 readings on the integration of deaf students at California State University, Northridge (CSUN). Two introductory papers describe the CSUN plan for higher education of the deaf. Six papers on interpreters cover the following topics; the use of interpreters in an integrated liberal arts setting, a handbook for interpreters, a survey of attending behavior of deaf graduate students to interpreters, the effects of fatigue on the competence of interpreters for the deaf, sign language interpretation under four interpreting conditions and the effects of Ameslan versus Siglish upon test scores. Examined in the next three articles are the perceptions and attitudes of hearing students and faculty toward the hearing impaired students. Two final papers include a study of the relationship between study attitudes and methods and grade point average of undergraduate hearing impaired students at CSUN, and comparative studies of academic achievement between hearing impaired and normal hearing students at CSUN.

Myers, Lowell. How Does the Interpreter Get Paid in a Court Case Involving a Deaf Person.

Letters and attachments (1971) explaining how an interpreter in Illinois petitions the court for payment.

Myers, Lowell. How to Get a New State Law for Court Interpreters for the Deaf.

Letters and attachments (1971) explaining how to contact state legislators asking them to sponsor a bill for the inclusion and payment of interpreters in court proceedings. p. 6.

Myers, Lowell. How to Write a Model Law for Interpreters for the Deaf

Letters and attachments (1969) explaining how to write a state law covering civil cases, payment, assurance of interpreter competence, and provision of interpreters for hard of hearing people; includes information on requesting state legislators to enact such a law.

Myers, Lowell. The Law and the Deaf. Washington: Vocational Rehabilitation Administration, Department of Health, Education, and Welfare, 1964.

Includes information regarding interpreters' responsibilities and rights in such matters as confidentiality and privileged communications, role, standards of competence, and legal procedures; cites statutes and court decisions regarding interpreters. p. 230.

National Center for Law and the Deaf Newsletter (published four times per year by Gallaudet College, National Center for Law and the Deaf).

National Interpreter Training Consortium. Directory of Resource Materials in Sign Language and Fingerspelling. Washington, D.C.: Gallaudet College library, 1975.

National Interpreter Training Consortium. N.I.T.C. Curriculum. New York University: Deafness Research and Training Center.

National Registry of Interpreters for the Deaf. RID-Accreditation Guidelines. Silver Spring, Md.: NRID, 1978.

National Registry of Interpreters for the Deaf. RID Code of Ethics. Silver Spring, Md.: NRID, revised 1979.

National Registry of Interpreters for the Deaf. RID Grievance Procedures. Silver Spring, Md.: NRID, 1979.

National Registry of Interpreters for the Deaf. RID Suggested Fee Schedule. Silver Spring, Md.: NRID, 1974.

"NTID Develops Community Interpreter Program" Deaf American Sept. 1973, p. 3.

Comments from staff and students. Marjorie Clere, Professional Interpreter Use of ASL and Interpreting Siutations.

Neesam, Ralph. "Rating Forms and Check Lists for Interpreters." Journal of Rehabilitation of the Deaf 2:1:19-28.

Presents and discusses checklists for evaluating a room and the interpreter's performance, and for an administrator and interpreter to use prior to an event. p. 9.

Neesam, Ralph. "The Registry of Interpreters for the Deaf" in T. J. O'Rourke, ed. Psycholinguistics and Total Communication: The State of the Art. Washington: American Annals of the Deaf, 1972.

Describes the demand for interpreters in legal, rehabilitation, and educational settings and on tv; reviews the development of the Registry of Interpreters for the Deaf and activities of the national office and state and local chapters. p. 5.

Neuman, S. "Educational Interpreting" in Southern California Registry of Interpreters for the Deaf, Project Learn. Northridge, Ca.: Joyce Motion Picture Company, 1970.

Nida, E. Language Structure and Translation. Stanford, Ca.: Stanford University Press, 1975.

Nida, E. Toward a Science of Translating. Heinemann, 1964.

Northcott, Winifred. "Letter to the Editor." American Annals of the Deaf 124:4.

Responds to item by Frank Caccamise (AAD, August 1978) regarding need to research effectiveness of oral interpreting; states issue is not research for efficiency but "individual difference" in preference of communication mode; cites references to the need for professionally trained and Registry of Interpreters for the Deaf certified oral interpreters. p. 1.

Northcott, Winifred. "The Oral Interpreter: A Necessary Support Specialist for the Hearing Impaired." *Volta Review* 79:136-145.

Discusses need for oral interpreters, their functions in group and juxta (one-to-one) settings, personal, and professional characteristics, content areas for specialized training, wages, professionalism, and certification of the specialty. p. 9.

Nowell, Richard and Stuckles, E. Ross. "An Interpreter Training Program." *Journal of Rehabilitation of the Deaf* 7:3:69-76.

Describes the first four years of the summer Student Interpreter Training Program at the National Technical Institute for the Deaf, including selection criteria and screening applicants through interviews and program content; contrasts curriculum, methods, staff, and other factors in an in-depth program (8 weeks, 40 hours each week) and a basic program (4 weeks, 40 hours each week); lists psychological tests used in a study to predict interpreter success. p. 7.

Palmer, J., ed. *The Interpreting Scene: Proceedings of the Second National Workshop/Convention of the Registry of Interpreters for the Deaf* (Long Beach, Ca., 1972) Northridge, Ca.: Joyce Publications, 1974.

Palmer, Jim, ed. *Proceedings of the Second National Workshop/Convention of the Registry of Interpreters for the Deaf* (Long Beach, California, 1972).

Includes chapters on national RID evaluation, interpreting for various populations and in various settings, and professionalism; includes the Interpreter's Public Relations Quotient regarding attitudes.

Pimentel, Albert. "Interpreting Services for Deaf People." *Journal of Rehabilitation of the Deaf* 3:1:112-120.

Discusses need for interpreters in rehabilitation settings and activities of the Registry of Interpreters for the Deaf as of 1969 to develop state chapters and a curriculum for training. p. 8.

Pimentel, Albert. *National Certification of Interpreters: A Manual for Evaluators.* Washington: Registry of Interpreters for the Deaf, 1972.

Contains chapters on the screening process, the evaluation team, determining readiness for evaluation (self-screening questionnaire), the committee's preparation for examination, tests, materials, terminology, and post evaluation procedures; includes outline covering evaluation procedure, fees for evaluation, and evaluation forms. p. 29.

Prickett, Bill and Rash, Norman. "Use of Interpreters in the Vocational Rehabilitation Process." Journal of Rehabilitation of Deaf 9:4:11-15.

Reports discussion from session at workshop for state coordinators of services for deaf vocational rehabilitation clients (1975); lists 19 problems in using interpreters, including identification, procurement, evaluation, and payment and the interpreter's role; recommends solutions; reports reactions of interpreters present during the discussion to the problems and recommendations. p. 4.

Registry of Interpreters for the Deaf. Principles, Guidelines and Standards Proposed for RID Inc. Accreditation of Interpreter Training Programs. Washington: Registry of Interpreters for the Deaf, 1978.

Defines and clarifies terms; suggests minimum requirements for interpreter training programs, host institutions, and program graduates; includes guidelines for number, qualifications, and functions of program staff. p. 16.

Registry of Interpreters for the Deaf. "Interprenews." The Deaf American, 1972 to 1977.

One to three page column appearing frequently in the magazine; includes news from state chapters and individual's viewpoints on various issues.

Registry of Interpreters for the Deaf. Interpreter Views. Silver Spring, Md.: RID, August 1979 to present bimonthly newsletter.

San Fernando Valley State College. Proceedings of Conference for Teachers and Interpreters in Adult Education Programs for the Deaf. Northridge, Ca.: San Fernando Valley State College, 1966.

Discusses need for adult education; describes purposes and teaching techniques; little on interpreting.

Proceedings of the Registry of Interpreters for the Deaf: Workshop II Mimeographed. Wisconsin School for the Deaf, Delavan, Wis.

This book is an edited report of the second workshop held on interpreting for the deaf in Washington, D.C., in January 1965. It contains chapters on the training of interpreters, the implementation of a national Registry for Interpreters, the examination and certification of interpreters, a code of ethics for interpreters, a constitution for the Registry of Interpreters, and plans for future action of the Registry. Included also are a list of participants and a statement of action that has resulted from the workshop and from the Registry.

Most of the chapters, the one on training interpreters in particular, provide rather generalized guidelines and/or suggestions on the subject areas involved rather than a complete and detailed coverage of subject. The book provides valuable data on the Registry. However, it was not intended to be used directly in teaching beginning or advanced students of the language of signs and it would not be helpful for this purpose.

Registry of Interpreters for the Deaf National Certification Board. Questions, Answers, and Guidelines for RID Evaluations Silver Spring, Md.: Registry of Interpreters for the Deaf, 1973.

Answers questions frequently asked by candidates for evaluation and evaluators (prepared for local evaluation committee chairpersons); includes information on terms of service on evaluation teams, replacement of team members, scoring, determination of certification, and payment for evaluation. p. 7.

Quigley, Stephen Patrick. Interpreters for Deaf People: Selection, Evaluation and Classification. Urbana-Champaign: University of Illinois, Institute for Research on Exceptional Children, 1973.

This study was conducted to facilitate the development of an effective, easily-administered, and comprehensive method of evaluating interpreter competence which would also permit re-evaluation and re-classification as competence increased and to discover whether of not specific characteristics or patterns of characteristics could be identified which are associated with competence. Due to Federal budget reductions, the project was terminated before evaluation of the interpreting and translating performances could be conducted, and thus, no analyses were possible. However, data from a questionnaire concerning the component parts of the interpreting process have been analyzed and results have provided weightings for the component parts of interpreting.

Quigley, Stephen, ed. Interpreting for Deaf People (report of workshop, Portland, Maine, 1965). Washington Department of Health, Education, and Welfare.

Manual for interpreters designed to define problems and procedures, provide curriculum guidelines, and inform students and interpreter trainers; includes the RID code of ethics, information on general aspects of interpreting and interpreting in specialty areas, administrative and instructional considerations in training programs, a bibliography, and reviews of 12 books and films. p. 140.

Quigley, Stephen; Brasel, Barbara B.; and Wilbur, Ronnie. "A Survey of Interpreters for Deaf People in the State of Illinois." Journal of Rehabilitation of the Deaf 6:1:7-11.

Describes planning and implementation of survey to list all interpreters in the state; summarizes findings regarding interpreters' ages, occupations, methods of interpreting, hearing status, sign language education, age of first interpreting experience, and types of deaf people interpreted for. p. 4.

Redden, Martha R. *Barrier-Free Meetings: a Guide for Professional Associations*. Washington: American Assn. for the Advancement of Science, 1976.

Outlines and discusses all aspects including: initial preparation, pre-meeting preparation, the meeting, and follow-up. Appendix includes a variety of examples such as announcements, sample registration forms, questionnaires, letters, etc. Services for the deaf are included.

Reynolds, Maynard and Birch, Jack. *Teaching Exceptional Children in All America's Schools*. Reson, Va.: The Council for Exceptional Children, 1977.

Contains section on hearing impairment with brief statement regarding function of interpreter and number of students per interpreter. re: interpreting, p. 1.

Riekehof, Lottie. "Factors Related to Interpreter Proficiency" in Williams, Clarence, ed. *Language and Communication Research Problems*. Washington, D.C.: Gallaudet College Press, 1976.

Presents areas for research concerning predicting interpreter proficiency and selecting training candidates, including personality traits, foreign language ability, musical talent, intelligence, vocabulary, motor skills, and demands on cognitive processing; lists basic skills needed by reverse interpreters. p. 5.

Riekehof, Lottie. "Interpreter Training at Gallaudet College." *Journal of Rehabilitation of the Deaf* 7:3:47-52.

Describes methods of instruction used in Gallaudet's four hour per week non-credit beginning courses and two-semester reverse interpreting course; includes prerequistics and contents or reverse interpreting course. p. 5.

Rosen, Roslyn. "Deafness and Implications for Mainstreaming" in *PL 94-142 and Deaf Children* (special issue of the *Gallaudet Alumni Newslet-ter ter*). Washington; Gallaudet College, 1977.

Quotes several sources in developing list of factors considered important for successful mainstreaming; describes the Holcomb Plan. p. 3.

Ross, G. A Teacher Is Many Things. Greenwich, Ct.: Fawcett Publications, 1968.

Rudser, Steve; Witter, Anna; and Gillies, Katharine. NTID Interpreting Services "State of the Art." Rochester, N.Y.: National Technical Institute for the Deaf, 1978.

Outlines standards of professionalism for interpreters at NTID, including confidentiality, impartiality, personal deportment, and technical skill; job classifications; and activities for professional development. p. 24.

St. Paul Technical Vocational Institute. Manual of Medical Sign Language: Improving Health Care Delivery for Deaf People. St. Paul, Mn., 1974.

St. Paul Technical Vocational Institute. NITC Trainers Workshop (notes, lesson plans, and other materials, unpublished). St. Paul, Mn., 1979.

St. Paul Technical Vocational Institute. Understanding the Role of the Interpreter (situations for discussion). St. Paul, Mn.

Santa Ana Unified School District. Interpreter Job Analysis and Interpreter Guidelines. Santa Ana, CA.

Schein, Jerome. "Personality Characteristics Associated with Interpreter Proficiency." Journal of Rehabilitation of the Deaf 7:3:33-44.

Reports research with 20 subjects correlating interpreter proficiency with assessments of musical ability, reading comprehension, personality, vocational interest, and biographical information; includes personality profile of the successful interpreter as one who desires to be center of attention and independent, is neither rigid not overly anxious, and does not seek sympathy for self. p. 11.

Schlesinger, Hilde and Meadow, Kathryn. "Interpreting for Deaf Persons: A Contribution to Mental Health." The Deaf American 20:11:5-8.

Discusses tangible and intangible benefits to deaf people from good interpreting, including self respect, independence; describes obstacles to effective interpreting. p. 3.

Seleskovitch, Danica. Interpreting for International Conferences: Problems of Language and Communication. Washington, D.C.: Pen and Booth, 1978.

"It is not the purpose of this book to describe the specific techniques employed by interpreters in consecutive and simultaneous interpretation. It is, rather, to shed light on the mental processes which make possible the virtually instantaneous transmission of an oral message into another language. (Introduction, p. 9).

Sign Language Studies. Linstok Press, 9306 Mintwood St., Silver Spring, Md. $20.00 per year subscription fee.

Includes studies of gestural sign systems, nonvocal communication generally, facial expression, gesticulation, face-to-face interaction, kinesics, proxemics, language origins and evaluation, communication networks, primate communication, and semiotic systems.

Silent News. New York, Silent News, Inc.

America's most popular newspaper for the deaf. This monthly includes articles, ads, special columns, personal announcements, book and movie reviews, letters to the editor, sports news of primary interest to the deaf community. Its scope ranges from local to international.

Smith, Jess, ed. Workshop to Activate Interpreting Services for the Deaf. San Fransisco.

Proceedings organized around three topics: progress, gaps, and meeting the problems of providing interpreter services; includes papers on communication and mental health, the captioned film program, programs for developing interpreter services, and burgeoning opportunities for deaf people. p. 89.

Smith, Jess, ed. Workshop on Interpreting for the Deaf. Muncie, Indiana: Ball State Teachers College, 1964.

Reports on training and training materials, interpreting in various settings, recruitment, and evaluation; includes papers on interpreting from the perspectives of the interpreter, deaf people, and public. p. 114.

Smith, T. Michael and Gorelick, Aaron. The Admissions Process of Basic Interpreter Training Program: A Formative Evaluation (Tech. Rpt. #3). Rochester, N.Y.: Interpreter Education Program, National Technical Institute for the Deaf.

Describes the program conducted in 1978, including program goals, admissions procedure, and content; describes formative evaluation process of surveying the admissions committee and students admitted and enrolled; proposes changes in format of form letters, interview procedure, and screening materials. p. 9.

Smith, T. Michael, et al. Considerations in the Design and Development of Interpreter Education Programs (Technical Report #1). Rochester, N.Y.: Interpreter Education Program, National Technical Institute for the Deaf, 1978.

Discusses considerations in the establishment of programs, including admissions, instruction, certification, placement, and operation; reviews existing admissions and placement process. p. 35.

Smith, Theresa. Guidelines for Working/Playing with Deaf-Blind People (unpublished paper). 1977.

Includes section on interpreting discussing the role of the interpreter as it differs from that of interpreting for deaf (not blind) people, identifying speakers, conveying information and mood, attitude, and usable vision. p. 11.

Smith, T. Michael and Finch, Karen. Teaching Voice (Reverse) Interpreting (Technical Report #4). Rochester, N.Y.: Interpreter Education Program, National Technical Institute for the Deaf.

Describes an individualized four-phase instructional sequence with variety in support and practice tools. p. 7.

Sternberg, Martin. "Brief, Intensive Training to Develop Interpreters." Journal of Rehabilitation of the Deaf 7:3:63-69.

Describes the initial year of a 10-week interpreter training program designed to develop entry-level skills in its five participants; outline selection of trainees, aspects of training, and employment outcomes; lists tests used in a study to predict interpreter success. p. 6.

Sternberg, Martin; Tipton, Carol; and Schein, Jerome. Curriculum Guide for Interpreter Training. New York: Deafness Research and Training Center, New York University, 1973.

Covers six core issues (introduction to deafness and interpreting, ethics, interpersonal relationships, physical settings, linguistic considerations, and competence) and seven specific areas of interpreting (religious, legal, medical, mental health, social work, educational, and rehabilitation); includes information of reverse interpreting, interpreting for deaf-blind and oral deaf people, and the Registry of Interpreters for the Deaf; includes laboratory exercises and practicum work.

Straub, Edward. "Interpreting for the Deaf in a Psychiatric Setting." Journal of Rehabilitation 10:2:15-21.

Discusses issues that arise in interpreting in clinical settings, including reverse interpreting skills, knowledge of one's own abilities and limitations, psychological reasons for breakdowns in communication, interactions between patient and interpreter, sign language grammars, and confidentiality. p. 6.

Stuckless, E. R. and Enders, M. *A Study of Selected Support Services for Post-Secondary Deaf Students in Regular Classes* (working paper). Rochester, N.Y.: National Technical Institute for the Deaf, 1971.

Describes survey of 86 students regarding use and evaluation of the support services of interpreting, notetaking, tutoring, and textbooks; includes ranking of services, relationship between perception of services and grades, relationship between perception of services and receptive communication skill. p. 71.

Taylor, Lucille, ed. *Proceedings of a Follow-up Workshop on Interpreting for the Deaf*. Washington: Department of Health, Education, and Welfare, 1965.

Focuses on designing programs for training interpreters and determining methods for evaluating qualifications of interpreters; includes presentations on curriculums, legislation, use of government resources (captioned films office), a proposed constitution and by-laws of the Registry of Interpreters for the Deaf; recommends future action. p. 58.

Tipton, Carol. "Interpreting Ethics." *Journal of Rehabilitation of the Deaf* 7:*4*:10-17.

Comments on the 1965 code of ethics, with suggestions for deletions, additions, and other changes; recommends structure within the Registry of Interpreters for the Deaf for enforcement. p. 7.

Titus, James. *The Comparative Effectiveness of Presenting Spoken Information to Post-Secondary Oral Deaf Students Through a Live Speaker, an Oral Interpreter, and an Interpreter Using Signed English* (unpub-lished dissertation). Pittsburgh: University of Pittsburgh, 1978.

Contains review of literature on interpreting, oral interpreting, and information reception through selected modes of presentation; describes research with 80 oral deaf students; includes recommendations for future research. p. 146.

Tuirecheck, Armin G. EdD., "The Interpreter - A Bridge Between The Deaf and Hearing Worlds." *Deaf American*, Feb. 1976, p. 5.

Comparison of interpreters and bridges - link bringing meaning and fuller life to deaf. Interpreter appreciated who has smooth, clear, masterful delivery.

Tweney, Ryan. "Sign Language and Psycholinguistic Process: Fact, Hypothesis, and Implications for Interpretation" in Gerver, David and Sinaiko, H. Wallace, eds. Language Interpretation and Communication. New York: Plenum Press, 1978.

Reviews psycholinguistic research on American Sign Language; presents possible problems in interpreting nuances of meaning between different modes of communication; explores sequential vs. simultaneous elements in sign language and how linguistic redundancy may be used in interpreting. p. 10.

Tweney, Ryan and Hoemann, Harry. "Translation and Sign Languages" in Brislin, Richard, ed. Translation: Applications and Research. New York: Gardner Press, 1976.

Reviews the nature of sign language and linguistic studies of American Sign Language; suggests sign language translation is not different from translation between oral languages; reviews translations into ASL of literary works, the development of English-sign language dictionaries and notational systems, and the use of back translation for investigating sign language. p. 23.

Utah State Board of Education. Report on a Workshop for Training Interpreters for the Deaf (Salt Lake City, Utah, 1972).

Summarizes keynote addresses on educational interpreting and American Sign Language; reports workshop discussion and recommendations developed concerning training, evaluation, and standards for certification; includes constitution of the Utah Registry of Interpreters for the Deaf. p. 41.

Vernon, McCay and Prickett, Hugh, Jr. "Mainstreaming: Issues and a Model Plan." Audiology and Hearing Education 2:2:5.

Reviews questions about mainstreaming as of 1976, including who it is for, what it costs, and what support services are needed; describes failure of traditional mainstreaming methods to meet the educational and social needs of deaf children; appraises the Holcomb Plan as successful.

Vernon, McCay amd Coley, Joan. "Violation of Constitutioanl Rights: The Language Impaired Person and the Miranda Warnings." Journal of Rehabilitation of the Deaf 11:4:1-7.

Asserts that the Miranda warnings and other legal documents are of such lexical, syntactic, and conceptual complexity that they cannot be fully conveyed, in print or through sign language interpreting, to the 90% of prelingually deaf adults who read at levels below the 6th to 8th grade level; states interpreters must inform police, courts, and deaf people that the Miranda Warning cannot be adequately conveyed unless the deaf person can read at a higher level. p. 6.

Vidrine, J. Birth Control, Sexuality, VD, Hospital Surgery. New Orleans, La.: Delgado College, Manual Communications Department, 1977.

Vidrine, Jacqueline A. A Historical Study of the Neo-Professional Organization, Registry of Interpreters for the Deaf, Inc. (1964-1978) (unpublished dissertation). New Orleans, Tulane University, 1979.

Reviews the development of sign language in Europe and the United States, its reacceptance in the U.S. in recent decades, the nature of interpreting and interpreters prior to the development of the Registry of Interpreters for the Deaf; outlines the movement toward professionalism, expanded needs for interpreters, and relationships between the field of interpre-ting, vocational rehabilitation, and other service agencies. p. 230.

Vidrine, Jacqueline. Interpreter Training Programs. New Orleans: Delgado College.

Lists approximately 40 programs, classified according to non-degree and type of degree offered; also lists five interpretive coordinators. p. 7.

Vidrine, J. Medical Terms, Employment and Legal. New Orleans, La.: Delgado College, Manual Communications Department, 1978.

Wardhaugh, Ronald. The Context of Language. Newbury House Publishers, Inc., 1976.

This book is intended fo use in conjuncton with an introductory text on linguistics and language study, for beginning students of linguistics, or as a source of information for more advanced students who wish to become familiar with many of the issues that have concerned linguists in recent years. The variety of issues concerned in this volume are divided into the following chapters: (1) "Language and Linguistics", (2) "The Physical Context", (3) "The Psychological Context", (4) "The Personal Context", (5) "The Functional Context", (6) "The Social Context", (7) "The Developmental Context", (8) "The Biological Context", (9) "The Historical Context", and (10) "Language in Context". The discussion of these topics is non-technical, but presupposes some knowledge acquired from an introduction text. Further references are provided at chapter ends and in the bibliography, The central theme of the book is that language study involves more than the study of technical linguistics, and that linguistic issues are related to many other issues in the world.

Witter, Anna et. al. "Certification of Oral Interpreters" (unpublished paper). Rochester, N.Y.: National Technical Institute for the Deaf, 1979.

A proposal submitted to the administration of NTID, the board of the National Registry of Interpreters for the Deaf, and representatives of the Alexander Graham Bell Association and the National Association of the Deaf, designed to identify and recommend competencies for oral interpreters and suggested for use as RID's framework for certifying "oral interpreting specialists;" includes discussion or pre-evaluation, evaluation, and post-evaluation materials and procedures, including needed competencies and categories of certification. p. 6.

Witter, Anna. "Oral Interpreter Certification" (unpublished paper). Rochester, N.Y.: National Technical Institute for the Deaf, 1979.

Describes key points of a proposal to the National Registry of Interpreters for the Deaf, developed by the oral certification committee at NTID with input from representatives of the Alexander Graham Bell Association, the National Association of the Deaf, and the NRID; discusses bases for evaluation and levels of certification. p. 5.

Woodward, James. "Sex Is Definitely a Problem: Interpreters' Knowledge of Signs for Sexual Behavior." Sign Language Studies 14 (Spring):73-77.

Describes variations in sexual signs and some implications for research and interpreting, especially in courts; reports research with 108 interpreters indicating low knowledge of sexual signs even amoung certified interpreters and low correlation of such personal characteristics as sex, age, race, and state with knowledge of sexual signs; positive correlation found for hearing status of parents, age of sign acquisition and knowledge. p. 4.

Yoken, Carol, ed. "The Interpreter Trainer." In Interpreter Training: the State of the Art, pp. 10-11. Washington: National Academy of Gallaudet College, 1979.

This article discusses competencies, evaluation, and preparation of interpreter trainers as discussed at the State of the Art Conference in Atlanta, Ga., 1979.

Youngs, Joseph, Jr. "Interpreting for Deaf Clients." Journal of Rehabilitation of the Deaf 1:1:49-55.

Describes activities of the Registry of Interpreters for the Deaf, behavior of a good interpreter, problems in interpreting, and roles of rehabilitation counselors as interpreters and in using interpreters. p. 6.

AUDIO-VISUAL MATERIALS

Due to restrictions of time, annotations are not included.

California State University at Northridge, list of videotapes produced primarily at CSUN from 1967-present. Northridge, Ca.: CSUN Center on Deafness, forthcoming.

Delgado College-Regional Education Center for the Deaf. Videotape Master List. New Orleans, La.

DiPietro, L. Deaf Patients: Special Needs, Special Responses (videotape and booklet). Washington, D.C.: The National Academy of Gallaudet College.

Intolerable, motion picture, Stave Productions. Produced by L. Earl Griswold. Distributed by Western Maryland College.

Reverse Interpreting Practice Package. National Association of the Deaf.

Reverse Interpreting Practice, Part One. St. Paul Technical Vocational Institute, 1975.

Univeristy of Tennessee. University of Tennessee - N.I.T.C. Tape Library (list of Materials). Knoxville, TN., 1978.

APPENDIX Q

Principles, Guidelines, and Standards
proposed for RID, Inc.
Accreditation of Interpreter Training Programs*

by

RID, Inc.

June, 1978

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*Information herein may be updated by referring to INTRODUCTION TO INTERPRETING, RID, 1980.

I. Introduction

Communication with other individuals is a vital aspect in the life of every human being. Recently, new public legislation and changing societal attitudes are allowing hearing impaired individuals a greater participation in a society that has long excluded them from its affairs. The Registry of Interpreters for the Deaf, Inc., (RID) as an organization committed to quality interpreting for the hearing impaired, has been instrumental in supporting and promoting these changes.

The RID, Inc. was established in 1964 for the purpose of maintaining a registry of interpreters and encouraging the professionalization of herefore untrained individuals. The certification of interpreters by RID, Inc. was established in 1972 in order to identify persons having achieved a minimum skill level necessary to meet the communciation needs of hearing impaired individuals.

With the ever increasing demand for interpreters possessing professional levels of skill, the need for providing educational training has become paramount.

In order to maintain standards and uniformity in the development of programs around the nation, the RID, Inc. is committed to providing guidelines for accreditation purposes which uphold the quality of interpreting services to hearing people, thus providing an opportunity to participate in the affairs of society.

The educational process therefore must provide both an understanding of hearing impaired people and their community, the diversity of language used by hearing impaired people, and the fluent skills necessary to communicate and interpret effectively.

This document has been prepared to give a formal statement of the principles, guidelines, and standards that would pertain to such accreditation. The document is organized under four subtopics: pertinent definitions and clarifications, minimal requirements for those institutions hosting interpreter training programs, minimal requirements for interpreter training programs, and minimal requirements for graduates from interpreter training programs.

II. DEFINITIONS AND CLARIFICATIONS

A. It is important to clarify: 1) that certain deaf consumers of interpreting services prefer an oral interpreter; 2) that most deaf persons prefer a simultaneous interpreter, i.e., and interpreter who mouths what is being said by a talker while also using sign language and/or fingerspelling; 3) that a certain amount of interpreting that occurs for some deaf persons is strictly manual; and, 4) that interpreting for certain deaf/blind individuals may include a tactile component.

B. It is also important to distinquish between translating and interpreting as these may be done by a qualified interpreter. In translating, the interpreter presents the thoughts and words of the speaker verbatim to the deaf person using the language of signs and/or fingerspelling and/or speech. In interpreting, the interpreter may depart from the exact words of the speaker and paraphrase, define, and/or explain what the speaker is saying using the language of signs and/or fingerspelling and/or speech and/or other means of communication. In the case of many deaf adults, translating is what is preferred; in the case of deaf children and deaf youth, interpreting needs to be done quite liberally, keeping the language level of the individuals in mind.

C. The RID defines an interpreter as "an individual who qualifies for one of the RID certifications described below or who holds a provisional permit from RID and who adheres to the established code of ethics of RID."

1. Expresive Translating Certification (ETC) is awarded by RID to an interpreter who possesses very basic reverse translating competencies and is able to translate verbatim and simultaneously from spoken to manual English.
2. Expressive Interpreting Certification (EIC) is awarded by RID to an interpreter who possesses very basic reverse interpreting competencies and is able to use sign language with hearing impaired persons who possess various levels of language competencies.
3. Oral Specialist Certification (OSC) will be awarded by RID to interpreters who meet qualifications to be specified before 1978 is over by a committee of oral interpreters and deaf adults who prefer to use the services of oral interpreters. Members of this committee will be named by The Alexander Graham Bell Association for the Deaf (AGBAD) and the National Technical Institute for the Deaf (NTID) with endorsement by RID, but such membership will not be

restricted to persons from AGBAD and NTID. Meanwhile, the accepted definition of oral interpreting is "interpreting which includes the use of gesture, facial expression and natural, clear mouth movement to communicate to deaf persons"; and the accepted definition of the oral method is "the use of spoken Enlgish to communicate to deaf and hearing persons."

4. Reverse Skills Certification (RSC) is awarded by RID to an interpreter who is able to render manually and/or orally and/or in writing the messages of a hearing impaired person.
5. Comprehensive Skills Certification (CSC) is currently awarded by RID to an interpreter who has greater proficiency in expressive translating, expressive interpreting and reverse skills than those for ETC, EIC, and RSC as described in 1, 2, and 4 above. When the qualifications for Oral Specialist Certification (OSC) become specified, a higher level or oral interpreting proficiency will also have to be met by an interpreter who is awarded Comprehensive Skills Certification (CSC) by RID.
6. Legal Specialist Certification (LSC) is awarded by RID to an interpreter who holds the CSC, who qualifies for interpreting in a variety of legal settings, and who can demonstrate that the required interpreting competencies are maintained.
7. Master Comprehensive Skills Certification (MCSC) is currently awarded by RID to an interpreter who has held the

CSC for a minimum of four years and who, through re-evaluation, is found to have maintained the levels of proficiency required for CSC.

D. The RID defines deaf/blind interpreting as "interpreting which includes some form of tactile or visual communication or a combination of both which are appropriate for deaf persons with vision impairments."

E. The RID defines minimal language communication as "using home signs, gestures, pantomime, mime, or any visual mode (drawing pictures) which communicates information to the individual and using a communication strategy that the individual understands."

F. It is also important to point out that interpreting settings are diverse and that they include settings which are for legal, educational, religious, entertainment, medical, rehabilitation, social work, and mass media purposes. The future may find additional certifications specified by RID for particular settings as has already been done for legal settings.

III. MINIMAL REQUIREMENTS FOR HOST INSTITUTIONS

A variety of post-secondary institutions exists for the hosting of programs for training simultaneous and/or oral interpreters for the hearing impaired. It includes four year colleges, and technical schools. For any such institution to be granted accreditation by RID for its simultaneous and/or oral interpreter training program, it must meet the minimal requirements specified in this section.

A. The host institution must be accredited by its respective regional accrediting body.

B. The host institution must demonstrate commitment to providing educational and employment opportunities to qualified handicapped individuals through compliance with the rules and regulations of Sections 503 and 504 of the Vocational Rehabilitation Act of 1973.

C. The goals of the host institution must be consistent with the goals and interests of the program for training simultaneous and/or oral interpreters.

D. The host institution must provide a "climate" of openness, acceptance, and flexibility for the challenges presented by the program for training simultaneous and/or oral interpreters.

E. The host institution must demonstrate a financial commitment to the continuation of its simultaneous and/or oral interpreter training program.

F. The host institution must have available a variety of resources which support a program for training simultaneous and/or oral interpreters. These resources should include:

  1. A range of support courses from which a training program for simultaneous and/or oral interpreters can draw;
  2. A capability for interdepartmental cooperation and coordination, e.g., cross registration in different program offerings of the institution;
  3. A flexibility that allows adding or changing special course offerings as needed for the program for training simultaneous and/or oral interpreters;
  4. A capability of creating new staff responsibilities and of adding and training new staff as the needs of the training program dictates;

5. A capability of providing short-term, non-credit or credited continuing education courses for the interpreters and potential interpreters in the community;
6. A library capability for providing professional books, periodicals, journals, and materials on deafness and the range of achievement of deaf and hard of hearing individuals to the staff and students involved in the program for training simultaneous and/or oral interpreters;
7. A capability of providing audio-visual media, particularly videotape equipment for production of training tapes and self-monitoring possibilities.

G. The host institution must have available a variety of resources within the community served by the institution to support the program for training simultaneous and/or oral interpreters. These resources should include:

1. Community agencies and organizations which augment the training program;
2. Potential adjunct staff members and consultants, including oral and manual deaf and hard of hearing individuals;
3. Employment opportunities for graduates of the program;
4. An active community of deaf persons with whom the trainees can identify socially, recreationally, and culturally; in the training of oral interpreters, opportunity to interrelate with oral deaf adults must be provided; and
5. Suitable practicum sites for the trainees.

IV. MINIMAL REQUIREMENTS FOR THE PROGRAM TO TRAIN SIMULTANEOUS AND/OR ORAL INTERPRETERS

Any program designed for the training of simultaneous and/or oral interpreters should meet the minimal requirements specified in this section.

A. The curriculum must demonstrate that it is designed to prepare the trainees to meet one or more of the RID certifications;

B. The admissions policy must be consistent with that of the host institution and yet be flexible enough to accommodate various levels of competence at or above the minimum requirements for entry;

C. The program must include a job placement component;

D. The program must be an independent subsection of an appropriate department of the host institution;

E. The program must demonstrate that its graduates, whether they be oral or simultaneous interpreters, are able to achieve the levels of competence outlined in section V below.

F. Accreditation requirements with respect to personnel for long-term programs for training simultaneous and/or oral interpreters are as follows:

1. Minimally, the staff for the program should be three full-time persons or the equivalent, of which one must be deaf; if the training program includes an emphasis on the training of oral interpreters, the deaf person involved should be capable of operating as an oral deaf adult;
2. The director of any program for training simultaneous interpreters should hold a master's degree, preferably in a professional area related to deafness, and RID's

Comprehensive Skills Certification; if the degree held by the individual is not related to deafness, substantial experience in dealing with the deaf should be evident; and the director must assume administrative responsibilities for the program, including developing liaisons with the deaf community and pertinent government agencies; if the program is restricted to the training of oral interpreters, the director should hold a master's degree and RID's Oral Specialist Certification;

3. The trainer/instructor ratio should be no larger than 10:1; each instructor should hold a bachelor's degree or the equivalent, a S.I.G.N. Certificate, and RID's Comprehensive Skills Certification for the training of simultaneous interpreters or RID's Oral Specialist Certification if only oral interpreters are being trained; in addition, each instructor should have a teaching history of no less than 540 hours without supervision or 270 hours under supervision of a person who holds a S.I.G.N. Certificater and RID's CSC; the instructors should assume the traditional teaching responsibilities associated with lectures, laboratories, advisement, and materials and resource development;
4. A media specialist should be assigned to the training program on a full-time or part-time basis, depending on need;
5. Clerical staff should have sign language competency unless the training program is designed to train oral interpreters only; and

6. Part-time instructors and/or resource personnel must demonstrate competencies in their respective fields and might serve as guest lecturers, reaction panelists, or practicum aides.

G. Accreditation requirements with respect to personnel for short term programs for training simultaneous and/or oral interpreters are as follows:

1. Minimally, in the case of a program for training simultaneous interpreters the program should have a full-time coordinator who holds a bachelor's degree or equivalent experience, who holds RID's Comprehensive Skills Certification and a S.I.G.N. certificate, and who has a minimum of three years of experience with deaf persons; in the case of a program designed to train oral interpreters only, the coordinator should meet these same requirements except that RID's Oral Specialist Certification would be the only required certification;
2. The coordinator should plan and schedule short term training programs; develop appropriate liaisons with program sponsors and consultants; and be responsible for advertising and recruitment, budget management, skills assessment, and teaching; and
3. Additional instructors or part-time staff persons should meet the same requirements specified in section IV. F.

V. MINIMAL REQUIREMENTS FOR THE GRADUATES FROM PROGRAMS FOR TRAINING SIMULTANEOUS AND/OR ORAL INTERPRETERS

Certain specifications with respect to skills, attitudes, and knowledge of graduates from interpreter training programs will be stressed as a part of the RID accreditation process. This section is devoted to those specifications.

A. SKILLS

1. All certifiable graudates from programs for training simultaneous and/or oral interpreters will demonstrate the following competencies:
    - a. An ability to arrange appropriate interpersonal environmental conditions (e.g., lighting, seating, and mechanics) in response to one-to-one or group situations;
    - b. An ability to effectively transmit the style, mood, and intent of the communicators;
    - c. An ability to apply appropriate auditory and visual memory techniques as they apply to interpreting and translating;
    - d. An ability to use appropriate signing and/or public speaking techniques as they apply to interpreting and translating;
    - e. An ability to use the existing variety of telecommunication devices; and
    - f. An ability to select the appropriate language and/or communication system for given situations (NOTE: for oral interpreters, this would include the ability to select a level of English syntax and vocabulary which

is appropriate for the skill level of the speechreader);

2. All certifiable graduates from a program designed to train oral interpreters will also demonstrate an ability to rephrase sentences, retaining their original meaning, for higher visibility in speechreading;
3. All certifiable graduates from a program designed to train simultaneous interpreters will also demonstrate the following competencies:
    a. An ability to use conversational ASL;
    b. An ability to use conversational manually coded English;
    c. An ability to translate a message from one mode (spoken/manual) to another (manual/spoken or spoken/spoken) in a quasi-simultaneous manner;
    d. An ability to interpret from one language (ASL or English) to another (English or ASL) consecutively; and
    e. An ability to select the appropriate level of English syntax and vocabulary as it applies to interpreting for deaf children, deaf youth, or deaf adults.

B. ATTITUDES

1. All certifiable graduates from programs for training simultaneous and/or oral interpreters will demonstrate the following attitudes:
    a. A continuing interest in and evidence of developing and upgrading their professional competencies;

b. An interest in and evidence of performing their functions in accordance with national, state, and local guidelines, regulations, and ethics;

c. A recognition of their personal performance strengths, weaknesses, and limitations;

d. An interest in and evidence of fostering healthy interpersonal relationships.

2. All certifiable graduates from a program designed to train oral interpreters will also demonstrate the following attitudes:

a. A strong support to pertinent professional organizations with special interest in promoting speech, speechreading and use of residual hearing;

b. A high interest in and evidence of relating to hearing impaired individuals of various ages and interests in the community who rely on speechreading, with or without the supplement of hearing, as their primary mode of communication; and

c. A strong willingness to work with speechreaders manifesting a variety of levels of competency.

3. All certifiable graduates from a program designed to train simultaneous interpreters will also demonstrate the following attitudes:

a. A strong support to pertinent professional organizations related to deafness, interpreting, sign language, or oralism;

b. A strong interest in and involvement with the national and local deaf communities; and

c. A strong willingness to work with a variety of sign language or other communicative strategies such as gestures and the oral method.

C. KNOWLEDGE

1. All certifiable graduates from programs for training simultaneous and/or oral interpreters will know about the following:

   a. The principles of communicative and interpersonal dynamics;
   b. The principles of interpreting and translating;
   c. The respective roles of interpreters and translators;
   d. The psycho-social aspects of issues related to deafness;
   e. Situational processes and protocol;
   f. Professional organizational activites, certificates, publications and educational and work environments related to hearing impaired (deaf and hard of hearing) children, youth, and adults;
   g. Hearing aids and their usage;
   h. Audiology, speech pathology, and various etiologies of deafness;
   i. The variety of telecommunication devices; and
   j. Current trends and issues in education of the hearing impaired (deaf and hard of hearing).

2. All certifiable graduates from a program designed to train oral interpreters will also know about the following:

   a. Existing formal systems of lipreading (speechreading) instruction;

   b. Homophemes (look-alike words) and words with low visibility and how to rephrase for added comprehension;
   c. The broad range of responsive behavior among individuals with hearing loss of varying degrees; and
   d. Integration of hearing impaired children in regular classes, theory and practice, and integration and assimilation as processes.

3. All certifiable graduates from a program designed to train simultaneous interpreters will also know about the following:
   a. The linguistics of ASL and English; and
   b. The history of the development of manual/visual language.

PERSONNEL

Min. Reg.	Staff	Qualifications	Functions
Three full-time or equivalent of which one shall be deaf	Director/Department head	M.A. or M.S. (Degree in deafness or related areas or equivalent experiences) RID Certification	Traditional Admin. responsibilities Liaison with deaf community, government agencies (i.e., V.R., Social Services)
	Instructors (preferred ratio 10:1)	B.A. or equivalent RID certification: CSC/RSC plus S.I.G.N. Certificate or 540 hours classroom teaching experience or 270 hours classroom teaching under supervision	Traditional teaching responsibilities (lab, lecture, advisor, materials and resource development)
	Part-time instructors and/or Resource Personnel	Competency in own field	Guest lecturers, lab practicums, reaction panelists, etc.
	Media Specialist	Traditional	Traditional
	Clerical Staff	Traditional and Sign Language competency	Traditional

GUIDELINES FOR SHORT-TERM PROGRAMS

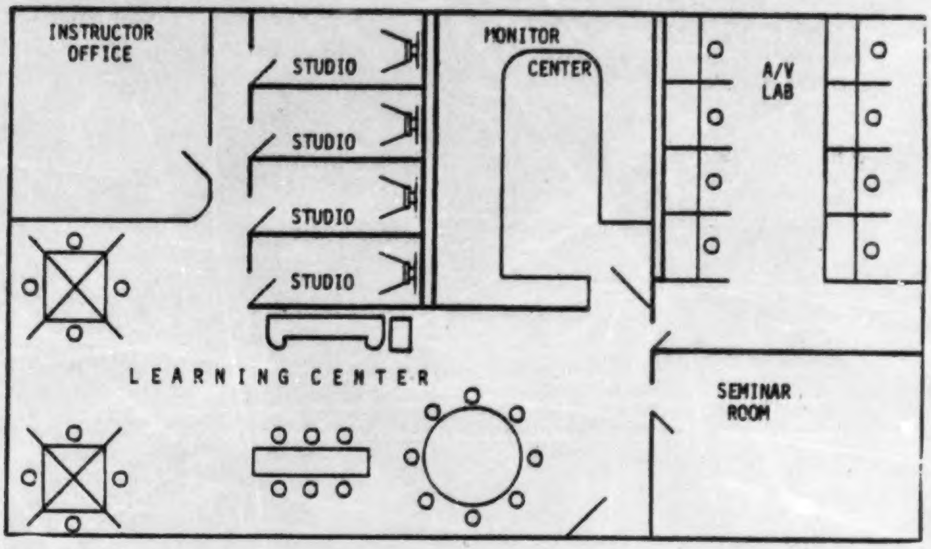
STAFF	QUALIFICATIONS	RESPONSIBILITIES
Coordinator	B.A. degree or equivalent experience	Schedule and plans short-term training programs including the mechanics of physical and housekeeping needs.
	RID Certification - CSC/RSC	
	S.I.G.N. Certification desirable	Liaison between program sponsors and consultants.
	Minimum of 3 years experience in education or the deaf community	Recruitment, advertising
		Budget management
		Skill assessment
		Teaching

APPENDIX R

Audio-Video Equipment and Facilities

The curriculum developed depends heavily on audio and audio-visual tapes throughout. Realizing that institutions have varying fiscal and physical resources and abilities, three facility suggestions are outlined: the ideal, the minimal, and suggested adaptations to existing learning/language lab areas. Programs utilizing this curriculum are encouraged to use the following suggestions as spring boards in planning facilities of maximum flexibility to meet institutional need and ability. (All costs cited are estimated and relative to current market value.)

THE IDEAL FACILITY


INSTRUCTOR OFFICE
STUDIO
STUDIO
STUDIO
STUDIO
MONITOR CENTER
A/V LAB
LEARNING CENTER
SEMINAR ROOM

Learning Center

This provides an area for study, work in student handbook, reading, and individual activities. Both a casual and structured (carrel) environment is available to accommodate variety in learning styles.

Study Carrels $
Tables
Chairs
Couch

A/V Lab

This area provides individual carrells equipped with audio tape players, videotape players, and television monitors. A glass wall separates the lab from the monitor center, allowing visual, as well as auditory monitoring by instructional personnel.

48" Carrel	$325
1/2" VHS video player	$900
10" Color Monitor	$300
Audio Player	$ 75
Headphones	$

______ per position

TV Studio

Cameras and lights are mounted in each studio; recording equipment is controlled in the monitor center. A two-way mirror separates the Monitor Center and Recording Studios, and an intercom allows communication between each studio.

Tripod	$ 150.	
Camera	$1500.	
Lights	$ 250.	
	$	per studio

Monitoring Center

A glass wall on one side, a one-way mirror on the other, and speakers to each A/V Carrell and TV Studio allows maximum monitoring abilities from this area. Storage area will hold all tapes and a check out desk is located on one end.

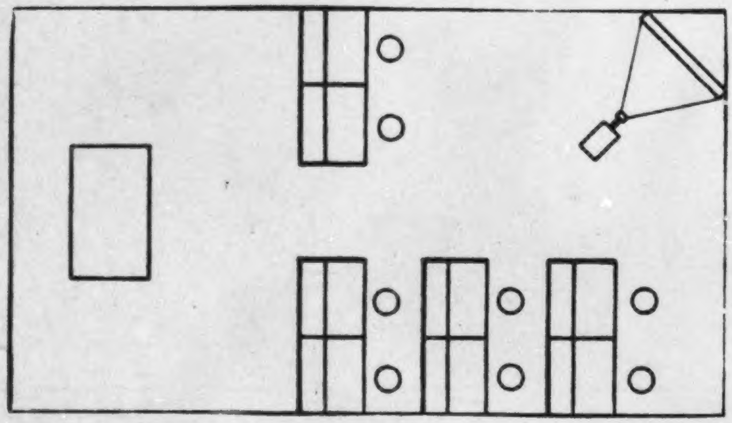
A/V Lab Monitor	$	
Intercom to Studio	$	
1/2" VHS Recorder	$1500.	(4 needed)
" TV Monitor	$	(4 needed)
Storage Space for Tapes	$	

Seminar Room

The C/M requires some class discussion, guest speakers, and small group activities.

Tables
Chairs
Blackboard

MINIMAL FACILITY



This depicts an average classroom, a TV camera and lights in one corner, and tables for students. There is one portable monitor which can be viewed individually by moving it to the student's table. Audio tape players may be checked out from the instructor's desk, taken back to the student's desk, and used in conjunction with headphones.

This arrangement would not encourage individualized, self-paced instruction because of the noise overflow, lack of privacy, and limited use of equipment.

Audio Tape Players
Headphones
Monitor
Player/Recorder
Camera
Lights

Desks
Chairs
Tape Storage

ADAPTATION SUGGESTIONS

Many post-secondary institutions already have learning centers and/or language labs. These facilities can be adapted with the addition of video tape players, monitors, and audio tape players. Students may have to go across campus to an existing seminar room, classroom, and TV studio. Distance between such facilities reduces the ability of instructional monitoring where students following self-paced materials will be at varying points in the curriculum.

Audio/Video Tapes

It is estimated that each interpreting module will require approximately 30 1-hour A/V tapes and 10 audio tapes. These are required to implement the curriculum.

1/2" VHS 1-hour tapes	$16.
Audio tapes	$

Ideas for the audio-video facilties depicted here were developed by Jan Kanda.

APPENDIX S

Professional Development of Project Personnel

Interpreter training is a rapidly changing, growing vocational area: consequently, it is suffering from lack of up-to-date, published information. Although project personnel were highly recommended to this project because of their backgrounds, they felt a need for contact with national developments, personnel, and Interpreter Training programs of high quality. Attendance at state and national conferences and seminars, visitations to ITP's and research centers were scheduled at appropriate intervals in the first ten months of the project for professional development in interpreter training research. Additional benefits were derived from these courses because they not only gave direction and focus to the project, but they also ultimately provided an effective assessment for the content of the developing program plan.

The remainder of this appendix lists the project personnel and a record of the visitations made for professional development.

Melinda McKee, Project Director

05/21 - 22/80	First Annual Region VI Institute on Deafness Little Rock, Arkansas

Cynthia B. Roy, Principal Investigator

09/20 - 21/79	Texas Interpreter Trainers Meeting Eastfield College Mesquite, Texas
10/02 - 03/79	Interpreter Training Program Ken Rust, Director Robert Ingram, Curriculum Specialist Madonna College Livonia, Michigan
10/04 - 06/79	Conference of Interpreter Trainers (1st National Conference of this nature) RID-sponsored St. Paul Technical-Vocational Institution St. Paul, Minnesota
10/08/79	Dr. Jerome D. Schein, Director Advisory Committee Member Deafness Research and Training Center, New York University New York City
03/06 - 07/80	Linguistic and Semiotic Aspects of Sign Language Interpretation Robert Ingram American Sign Language Associates Livonia, Michigan

04/17 - 19/80	Texas Society of Interpreters for the Deaf Annual Conference Austin, Texas

Jan Kanda, Assistant to Investigator

09/20 - 21/79	Texas Interpreters Trainers Meeting Eastfield College Mesquite, Texas
04/18 - 20/80	Workshop Coordinator Texas Society of Interpreters for the Deaf Austin, Texas